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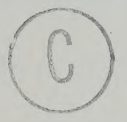
THE CONCEPT OF FACULTY VITALITY

by



IRENE JOAN NICOLSON

A THESIS

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **THE CONCEPT OF FACULTY VITALITY** submitted by IRENE JOAN NICOLSON in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

Date . . September 23 1988

Dedicated To

My mother, Louie Wear

ABSTRACT

The purpose of this exploratory study was to develop a better understanding of the concept of faculty vitality and factors that affect faculty vitality. The study, through the use of a questionnaire, identified the perceptions of faculty members in ten Alberta public colleges in order to address the eight research questions used to guide the study.

The literature review on faculty vitality and organizational effectiveness provided the basis for the conceptual model and the lists of indicators of faculty vitality and factors which affect faculty vitality. These lists were used to prepare the questionnaire. The questionnaire was evaluated by a panel of experts and a pilot study was conducted. The data were analyzed and conclusions were drawn with respect to the concept of faculty vitality and the factors which affect faculty vitality.

It was concluded that the concept of faculty vitality is multi-dimensional and that the main dimensions include: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization. The interaction of these dimensions of faculty vitality enables an individual to perceive attitudes and behaviors of a faculty member who may be characterized as manifesting "vitality." It was further concluded that institutional and faculty vitality are mutually reinforcing.

Faculty vitality is the unique ability of a faculty member to harmonize individual and institutional goals and objectives, and is characterized by a faculty member's attachment and commitment to the

institution and by academic qualities of professional effectiveness, positive self-motivation, seeking challenges, and self-actualization.

The factors which affect vitality can be summarized under five dimensions of: organizational climate, external environment, working conditions, academic status, and external commitment. The strategies for improving faculty vitality include monitoring the effects various factors have on faculty vitality, assessing the needs of faculty, and implementing programs to restore, maintain, and enhance faculty vitality.

Finally, several implications for those involved in the administration of public colleges, including faculty members, and for further research were proposed.

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THE CONCEPT OF FACULTY VITALITY

CHAPTER 1

INTRODUCTION

Recent articles written about postsecondary education in the areas of institutional effectiveness, change, and assessment indicate a concern about the vitality of these institutions' human resources and the effects that various changes both inside and outside these institutions may have on faculty vitality. In the literature, faculty vitality is defined in many different ways. It is perceived as positive qualities that an individual possesses which enhances the effectiveness of these individuals, the colleagues with whom these individuals associate, and the institutions in which they are employed. Blackburn and Baldwin (1983:5) state that "the vitality of the individual faculty members within the postsecondary institutions may be seen as a central or core component of the vitality of the total institution."

However, the literature on faculty vitality does not provide a clear definition or understanding of the concept of faculty vitality. In addition, while there is agreement that there are variables within the individual faculty member, the particular institution where that faculty member is employed, and the environment of that institution that may enhance, maintain, or diminish vitality, there is no agreement as to what these variables are or their effect on vitality. There is general agreement in the literature that there is a need to develop programs and incentives that will enhance faculty vitality;

however, there is no clear direction on what these programs or incentives should be. Clark and Corcoran (1984:150) believe that "since higher education's future is greatly dependent upon its faculty resources, renewed efforts to understand faculty careers in specific institutional contexts should result in informed strategies to enhance quality of performance, productivity, and satisfaction."

This study was exploratory in nature and attempted to provide a better understanding of the concept of faculty vitality and the factors which affect faculty vitality by soliciting the perceptions of faculty members in ten Alberta public colleges.

BACKGROUND

In order to understand the role of Alberta faculty members and the relationship faculty have with their institutions, it is necessary to have an understanding of the development of Alberta postsecondary colleges, their goals, structure, goverance, and resources.

The development of postsecondary colleges in Alberta began in 1958 with the establishment of Lethbridge Community College (Dennison 1986:87). Since that time ten other colleges have been added to the system: Red Deer College, Medicine Hat College, Grande Prairie Regional College, Grant MacEwan Community College, Mount Royal College, Fairview College, Keyano College, Lakeland College, and Olds College. In 1985, the Alberta College of Art, originally a part of the Southern Institute of Technology, became the eleventh college in the Province of Alberta (Dupre 1987:8-9). All of the colleges, except the Alberta College of Art, were included in this study.

Dennison and Gallagher (1985:87) observe that while earlier colleges in Alberta were originally designed to be "junior" colleges with an emphasis on "transfer" of courses to the universities, in 1985 six colleges offered university transfer courses. All colleges offer a range of programs which may include: apprenticeship, technical, trade, vocational, academic upgrading, and adult, community and continuing educational programs, as well as university courses and/or the first two years of degree programs. The diversity of these programs necessitates a diversity in the faculty employed within each institution. The diversity of the faculty in terms of work experience, educational background, and career goals may be seen as both a strength and a weakness. The diversity of the faculty may have brought a strength to the development of the institutions and the programs, but may have created difficulties when attempting to develop cohesiveness amongst faculty members or a consensus as to type of institution, goals, or administrative style needed. Faculty that have a traditional university academic background may desire a more collegial style of administration and more participation in decisions than faculty whose background and training has been in business and industry. The strategies for faculty development may need to take into considerations these differences in faculty expectations and needs.

Dennison and Gallagher (1985:87-8) report that the colleges in Alberta have been under the Department of Advanced Education since 1972 and "operate with autonomous governing boards."

The Alberta Colleges Act provides the governing structure for the colleges, the roles and responsibilities of board members, the

president, administration, faculty, staff, and students. The boards consist of "institutional presidents, lay appointees of the Lieutenant Governor-in-Council, and members nominated by and from the academic staff associations, the students' council, and the non-academic staff." An important understanding has been that faculty representatives on college boards "are nominated by, but do not sit as representatives of, their peers" (Dennison and Gallagher, 1985:88).

This Act ensured some similarities within the colleges, but also allowed some autonomy. The location of each college within the province, the scope of its programs, the leadership of the board, president, and administration, as well as the faculty, students and staff has determined the unique development of each college.

The provincial government allocates the funding for postsecondary education in the province and the Department of Advanced Education administers the allocation of resources to the various colleges, both operational and capital, and approves new programs. A recent study, Post-Secondary Operating Grants in Alberta: An Equity Study, by J. Stefan Dupre was commissioned by the Minister of Advanced Education, to address the question of equity of distribution of operating grants among the public board-governored, postsecondary educational institutions in Alberta. Colleges are concerned about the equity of funding among the postsecondary institutions.

The economic climate of Alberta and Canada determines not only the resource allocation to the colleges, but the demand for their services by industry, business, and students. The volatility of the economy and the uncertainty of funding over the last few years has

created problems. Colleges have sought alternative sources of funding to help provide educational programs and meet budgetary commitments. Colleges have established Foundations to solicit public support and obtain various matching grants that the provincial government has provided as incentives. Sources of temporary funding, Alberta Vocational Training programs, Canadian Job Strategies, Canada North, and other provincial and federal programs have provided the colleges with opportunities to solicit "soft" monies that have created jobs for faculty but have also added to the workloads of full-time faculty, the use of facilities, and employment uncertainty.

The internal and external factors that have influenced the development of the colleges have also affected the selection and development of the academic faculty within each college.

STATEMENT OF THE PROBLEM

The primary purpose of this study was to develop an understanding of the concept of faculty vitality and factors that affect faculty vitality.

The following research questions guided the study:

1. What are the perceived dimensions of faculty vitality in postsecondary colleges of Alberta?

2. What are the perceived factors which affect faculty vitality?

3. To what extent is the perception of the dimension of faculty vitality related to individual and demographic characteristics of faculty members?

4. To what extent is the perception of factors which affect faculty vitality related to individual and demographic characteristics of faculty members?

5. What are the five most important ingredients that enhance faculty vitality in postsecondary colleges in Alberta?

6. What are the five most important ingredients that diminish faculty vitality in postsecondary colleges in Alberta?

7. What specifically is being done to facilitate or restore faculty vitality in postsecondary colleges in Alberta?

8. What should be done to facilitate faculty vitality in postsecondary colleges in Alberta?

SIGNIFICANCE OF THE STUDY

The findings of this research have significance in that they offered practical considerations for the administration of colleges and the development of faculty. The findings offered specific theoretical considerations about the concept of faculty vitality and the factors which affect faculty vitality.

Contributions to the Administration of Colleges and Development of Faculty

The conclusions and implications drawn from the findings of this study provide government and administration at all levels with a perspective on the importance and understanding of the concept of faculty vitality and the factors which affect faculty vitality. The understanding of faculty vitality as a central component of institutional vitality provides the incentive for those who are concerned about the effectiveness of the college system in Alberta to be cognizant of the concept. The continual sustaining and development of the human resources of the colleges is reported as essential to the survival and growth of these institutions. Faculty vitality is

believed to be the unique ability of a faculty member to harmonize individual and institutional goals and objectives, characterized by a faculty member's attachment and commitment to the institution and the academic qualities of professional effectiveness, positive self-motivation, seeking challenge, and self-actualization. The need to support and facilitate faculty vitality may be seen as the need to release the human resource potential of the institution's faculty.

Several changes have occurred in Alberta colleges over the last few years. Student enrollments have increased and changes have taken place in the number and complexity of the programs that are offered by the colleges. These more complex programs have created the need for faculty to develop new curricula and to acquire new knowledge and skills. Many of these changes have been welcomed by faculty members, but may have added to faculty workload. Faculty members may have found it difficult to keep up to date in their own disciplines with the amount of new knowledge being created at an ever increasing rate.

The additional workload may have been manageable for faculty except that support from the administrative structure, operating under financial constraints, may not have been able to provide additional support services for these changes in increased enrollment and program developments. Professional development programs for faculty may not have been providing the type or amount of programs or incentives needed to help maintain faculty vitality.

In addition to the internal changes, there have been external changes that may have affected faculty vitality. Societal constraints and unemployment have changed the attitudes of both students and the

general public towards education and educators. These internal and external changes have created a need to understand how these changes have affected the vitality of the faculty in these colleges. Some colleges in the province have faculty development programs as one means to promote faculty productivity. The degree to which these programs have met faculty needs and promoted faculty vitality is not known; nor is there any knowledge as to how these programs should be changed.

This study provides an understanding of the factors which affect faculty vitality and provides an opportunity for college boards and administrators to be aware that policies, procedures, and directives will affect faculty vitality. The challenge facing leaders and administrators in Alberta colleges is reported as the need to assess and implement strategic plans to facilitate, maintain, or restore faculty vitality.

The implications of this study pointed out the need for faculty members to better understand the concept of faculty vitality and the factors which affect faculty vitality. It was recommended that faculty members need to promote faculty vitality by assessing needs and implementing programs to help maintain faculty vitality.

Contributions to Theory

The concept of faculty vitality was discussed in the literature review but no specific definition was provided. The literature review provided many indicators of faculty vitality and suggested that the concept of faculty vitality was multi-dimensional. The findings from

this study have provided a general framework of the main dimensions of faculty vitality: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization. The interaction of these dimensions of faculty vitality enables an individual to perceive attitudes and behaviors of a faculty member that may be characterized as manifesting "vitality".

The factors which affect faculty vitality were discussed in the literature review. The findings from this study provided five major categories of factors which affect vitality: organizational climate, external environment, working conditions, academic status, and external commitments.

The analysis of variance tests used to determine if individual characteristics affected faculty perceptions of the indicators of faculty vitality or factors which affect faculty vitality revealed only three significant findings out of 120. Two findings related to gender and females perceived positive self-motivation and seeking challenges as more important indicators of faculty vitality than did male respondents. One finding related to tenured members perceiving organizational climate as a more important factor that affects vitality than did non-tenured members.

This study was exploratory in nature and may have provided some initial findings that may be useful as the concept of faculty vitality becomes better understood and discussed.

DELIMITATION, LIMITATIONS, AND ASSUMPTIONS

This research was bound by the delimitations, assumptions, and limitations reported below.

Delimitations of the Study

The following were the delimitations of this study:

1. This study was delimited to the perceptions of the full-time faculty members in the ten Alberta colleges that had been in operation for a minimum of five years.

2. The respondents were randomly selected from the full-time faculty members of the ten Alberta colleges in the fall of 1986.

3. Although dysfunctional behavior may be an indicator of a lack of faculty vitality, this was not included in this study.

4. The respondents included in this study were limited to full-time instructors and did not include any part-time instructors.

5. The respondents were limited to those faculty identified as working in Alberta colleges by lists and calendars available to the researcher in 1986.

6. The respondents were limited to those faculty identified as having the majority of their work load in the area of teaching or instructing. No full-time administrators were included in this study.

Limitations of the Study

The following were the limitations of this study:

1. Some of the respondents did not respond to all of the questions or may have misunderstood some questions.

2. This study was limited to the data collected by a questionnaire designed for this study.

3. This study was limited because no causal relationships are posted for investigation.

Assumptions

The following assumptions were made in conducting the study:

1. That faculty vitality was an important concept and that there was a need to better understand it.

2. That faculty members in the colleges have some understanding of the concept of faculty vitality and the factors which affect it.

3. That the respondents that were randomly selected were representative of the faculty members of Alberta college.

4. That the questionnaire designed for this study was a legitimate way to identify the indicators of faculty vitality and the factors which affect vitality.

DEFINITIONS

The terms used in this study are defined below to provide a common understanding.

Full-Time Faculty Member

A full-time faculty member is defined as a faculty member at the college who is teaching what is considered to be a full load of courses or who has as his/her primary responsibility teaching with some administrative responsibilities. It does not include part-time faculty who are teaching only one or two courses and is not considered a member of the faculty, nor any administrator who does not have any teaching responsibilities.

Faculty Vitality

Vitality is defined as the "capacity to live and develop (Webster's Third New International Dictionary.) Vitality is perceived as those positive attitudes and behaviors that epitomize vitality, vigor, energy or esprit in the individual faculty member.

Perception

Perception "is the means by which stimuli affect an individual...people behave on the basis of what is perceived rather than what is" (French et al., 1985:147). The perceptions of the faculty respondents were the beliefs, attitudes, and understandings that they hold about themselves, their colleagues, and their colleges.

Concept

Concept is defined as "something conceived in the mind...a theoretical construct...an idea that includes all that is characteristically associated with or suggested by the term" (Webster's Third New International Dictionary, 1981). The concept of faculty vitality is the ideas and the attributes associated with the term.

Indicator

An indicator is "a particular condition that its presence is indicative of the existence of these conditions" (Webster's Third New International Dictionary, 1981). The indicators of faculty vitality were the conditions that indicated its existence or presence.

Dimensions

Dimensions are "the range over which or the degree to which something extends . . . the particular set of circumstances or environmental factors within which someone or something exists or with reference to which something is viewed" (Webster's Third New International Dictionary, 1981).

Categories

Categories are a means of classifying or grouping similar things or ideas. The categorization of factors which affect faculty vitality was bringing similar ideas or items together and labelling them for identification purposes.

Organizational Culture

French et al. (1985:525) defined organizational culture as the "prevailing pattern of values, myths, beliefs, assumptions, and norms; and their embodiment in language, symbols, and artifacts, including technology, in management goals and practices, and in participant sentiments, attitudes, activities, and interactions."

Organizational Climate

French et al. (1985:532) explained that "organizational climate is the relatively persistent set of perceptions held by organizational members concerning the characteristics and quality of organizational culture.

Factor

The word factor is used in two specific ways. It is used to denote an element or condition that contributes to a specific result. For example, age may be a factor or a condition that may affect vitality.

Secondly, the word factor is used to explain the result or findings of a statistical operation as in factor analysis. The categorical variables are termed factors.

ORGANIZATION OF THE THESIS

The thesis has been organized in the following manner:

Chapter 1 has included an introduction, background, a statement of the problem, a discussion of the significance of the study, and definitions used in the study.

Chapter 2 presents a review of the literature and the conceptual framework for the study. The literature review includes two main sections: faculty vitality and organizational effectiveness. The first section includes a review of the concept and definition of faculty vitality, the concerns for faculty vitality, research on faculty vitality, and the factors which affect vitality. The second section reviews models of organizational effectiveness and models of higher educational institutions. The final section presents the conceptual framework used for the study.

Chapter 3 presents the research design, instrument development and validation, and the research methodology.

Chapter 4 includes a description of the findings from the analysis of the data and a discussion of the findings.

Chapter 5 includes a summary of the study, some general conclusions about the concept of faculty vitality and factors which affect vitality, and suggestions for practice and further study.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The presentation of related literature and theory is divided into three main sections: 1. faculty vitality, 2. organizational effectiveness, and 3. conceptual framework. From these literature reviews, indicators of faculty vitality and factors which affect vitality are synthesized and clustered to provide a conceptual framework for the study and the development of the questionnaire.

The first section on faculty vitality is concerned with the concept and definition of vitality as it relates to academic faculty, concerns for faculty vitality, research on faculty vitality, and factors which affect vitality.

The second section reviews models of organizational effectiveness and models of higher educational institutions. The final section presents the conceptual framework used for the study.

THE CONCEPT OF FACULTY VITALITY

In the literature review on faculty vitality, one of the major problems appears to be a lack of consensus on the definition or concept of faculty vitality.

Clark et al. (1985:5) discuss the concept of vitality and conclude that in the literature there is a general lack of attempts to define the concept of vitality which they attribute to the assumption by writers "that an adequate degree of agreement about meaning (intersubjectivity) exists with respect to the concept." These

authors question that this assumption is true. They believe that the concept of vitality is a primitive concept similar to the concept of "power" and that primitive concepts are valuable because they:

> (1) reveal the complexity and multidimensionality of phenomena that might otherwise be treated in an oversimplified or unidimensional manner,
>
> (2) serve as integrative devices for analyzing seemingly disparate ideas, and
>
> (3) lead to more specific well-defined ideas (Bacharach & Lawler, 1980, p. 14).

Miller (1979:95) believes that vitality is "a state of mind, an aspect of one's attitudes towards work, colleagues, institution." Baldwin and Krotseng (1985:7) further explain faculty vitality as "those essential yet intangible, positive qualities of individuals and institutions that enable purposeful production." These authors indicate that these positive qualities can include: enthusiasm, growth, innovativeness, quality, effectiveness, energy, flexibility, and productivity. Toombs (1985:70) states that the definition found in the Oxford English Dictionary: "the ability or capacity on the part of something of continuing to exist or to perform its function; the power of enduring or continuing," adds the dimension and importance of the idea of endurance over time.

Clark et al. (1985:3) believe that vitality is an encompassing term which includes performance and productivity.

> At the individual level, examples include faculty work load reporting, student evaluation of instruction, and faculty scholarly output. At the institutional level, accountability and performance budgeting are familiar indicators.

These authors explain that institutional vitality and faculty vitality "are intertwined and mutually reinforcing (Kirsching, 1978)." They provide the following table as a synthesis of definitions of vitality which is shown on the next page.

Clark et al. (1985:6-8) list the following terms or ideas as synonyms for vitality from Gardner's book, Self-Renewal (1963):

- fulfillment of the individual (p. 2)
- flexibility (p. 3)
- fulfillment and growth of the participants (p. 63-64) and from Gardner's book Morale (1978)
- regeneration (p. 13)
- re-creation (p. 27)
- physical drive and durability (p. 59)
- physical vigor (p. 60)
- dedication to beliefs that requires action (p. 60)
- enthusiasm...zest...sense of curiosity...care about things...reach out...enjoy...risk failure (p. 62)
- a society concerned for its own continued vitality will be interested in the growth and fulfillment of individual human beings - the release of human potentialities (p. 73)
- in a vital society, the forces making for disintegration and death are balanced - more than balanced - by new life, growth, and health (p. 144).
- whatever the odds...men and women of vitality have always been prepared to bet their futures, even their lives, on ventures of unknown outcomes (p. 152).

TABLE 1

DEFINITIONS OF VITALITY

Author(s)	Terms	Central Ideas
Gardner, 1963, 1978	"Renewal," "vitality," "regeneration," etc.	The capacities of individuals, institutions, and societies for adaptation and change
Peterson & Loye, 1967	Institutional vitality	Definition should be multidimensional, dynamic, include individual vitality, and allow for institutional differences
Ebben and Maher, 1979	Institutional vitality	Interaction of mission, goals, programs, and institutional climate that enables individuals both to contribute to the mission, etc., and to realize the benefits that come from "a creative, productive, and energizing work life"
Smith, 1978	Faculty vitality	Interaction of faculty and institutional vitality
Planning Council, University of Minnesota, 1980	Faculty vitality	"Sustained productivity" in teaching, research, and service activities, with focus on the Faculty as a collective

Clark et al. (1985:7)

Maher (1982:7, cited in Clark et al.; 1985:9) provides the following statement on institutional vitality:

> In essence, then, the quest for vitality might be said to focus on the capacity of the college or university to create and sustain the organizational strategies that support the continuing investment of energy by faculty and staff both in their own career and in the realization of the institution's mission.

Faculty vitality is especially concerned with the individual faculty member whereas institutional vitality is concerned with the total institution. However, since the two are closely linked and faculty may be seen as the central or essential component of an educational institution, the two appear synonymous.

CONCERNS FOR FACULTY VITALITY

Toombs (1985) explains that there are important organizational factors that can be used to enhance or dispel faculty vitality. He discusses the problems of faculty relating more to their own disciplines than to academic careers as a whole, uneven status among the various disciplines, funding, career orientation of students, influence of outside agencies and employers. Toombs (1985:81) believes that faculty should be more concerned with the role faculty could play in developing their own profession and the institutions, but concludes that "what still remains is the too casual interest and indifferent participation of faculty . . . ."

Baldwin and Krotseng (1985:6) believe that "the excellence of a higher education institution is equivalent to the excellence of its faculty." Baldwin (1985:1) also supports this when he states that

"the basic goal of institutions is to capitalize on the strengths and maximize the effectiveness of each individual faculty member." He further states that organizations must ensure that the climate of the organization provides "incentives that encourage faculty members to grow professionally, to be innovative and flexible, and to invest themselves heavily in their careers." Faculty vitality is essential for organizational excellence in the future.

Both the changing demographic and economic conditions found in society directly affect the working conditions of faculty. Clark et al. (1985:4) maintain there are two main issues that are being proposed as a concern for higher education. One is the inability of institutions to hire new faculty, including women and minority groups, because of financial constraints. These financial constraints are forcing tenured faculty to be less mobile and will result in a "loss of a generation of scholars" (Clark et al., 1985:4). There is also the concern that "the aging of the faculty cohort will result in questions being raised about the relationship between productivity and role performance and age" (Reskin, 1979b, as cited by Clark et al., 1985:5). Clark et al. (1985:4) point out that "economic stringency doubtless will lead to fiscal and programmatic cutbacks, and shared governance may deteriorate as institutions centralize their decision-making process to meet financial exigencies."

Bowen and Schuster (1986:3) affirm this concern for the quality and quantity of teaching and learning in the future and state that:

> The main duty of every institution of higher education is to place a competent faculty, and the scholarly environment

> they create, at the disposal of students, and to provide the facilities and encouragement needed by that faculty. The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties.

A second concern in higher education is the student population. Clark et al., (1985:5) propose that "changing birth rates, expanded access patterns, and innovative high-school curricula allegedly have contributed to the phenomenon of the underprepared student on many campuses--a phenomenon that challenges the kind of teaching for which faculty have been prepared."

Bowen and Schuster (1986:119) also believe that the characteristics of students have changed because of increased "encouragement of both youthful and adult learners to enter college and also by low tuition fees and generous student aid." They further explain that "the admission to higher education of underprepared students increases the responsibilities and the workload of faculty" (1985:121).

Lawrence (1985:59) believes "that colleges and university administrators are seeking ways to maintain the vitality of their most important resource--the faculty." Baldwin and Krotseng (1985:7) agree that "higher education institutions that value their effectiveness need to release the full potential of their faculty resources." Lawrence (1985:66) states that "colleges and university administrators can profit from careful monitoring of changes in faculty ability, interests, and behaviors." Speers (1977:115) supports the concept that the major role of administrators is to identify productive ways to improve employee commitment and attachment to the organization

through revitalization programs, increased motivation, job satisfaction, and growth. Speers (1977:116) further supports the need to assess the effectiveness of professional development programs in building a climate of trust and achievement and in minimizing faculty dysfunctional behavior.

These authors support the view that administrators who recognize the potential and importance of faculty contribution to the success and development of their institution need to understand faculty vitality. In addition to this understanding, there follows the need to develop or sustain structures, programs, and policies that increase faculty development that support faculty vitality.

Besides institutional concern with faculty vitality, there is also an urgent concern for the study of faculty vitality in educational institutions as part of the national concern for excellence and renewal. Baldwin (1985:1) summarizes this need as follows:

> Converging forces in society have focused attention on the vitality of the academic profession. Growing interest in the morale, achievements, and effectiveness of college professors--in other words, faculty vitality--is part of a larger national concern about productivity, quality, and the ability to keep pace with foreign competitors. A concurrent trend is an increasing concern with the condition of work life, meaningful career development, and the relationship between organizational cultures and worker performance.

Clark and Corcoran (1985:113) emphasize that "concerns about the continued vitality of faculties and institutions that preoccupy many of us in higher education today should be considered in the context of widespread societal concern for vitality and health of America's economy and way of life."

FACULTY VITALITY RESEARCH

Part of the conceptual framework for this study is based on the findings of Schuster (1985:21) who "describes and assesses observations about faculty vitality drawn from a wide-ranging study of American professoriate." He identifies "a number of conditions associated with faculty vitality." The purpose of his study was to answer two questions:

> What are the correlates of faculty vitality?
>
> And what can a college or university do to stimulate and facilitate faculty vitality?

In his study, Schuster (1985:22) also drew conclusions which suggest "several strategies that can be useful in the promotion of a vital faculty." He found that, "in general, conditions affecting American faculty have been deteriorating." Especially, he identified the causes of this deterioration as the quality of the work environment, compensation, morale, and difficulty in attracting highly qualified young people to academic careers.

His study looked at the aspect of faculty life, the caliber of newly hired faculty, the implications of a "greying" faculty, tenure, and students as they affected faculty vitality. The specific questions that Schuster (1985:23) used were:

1. What in your opinion are the ingredients that create faculty vitality?
2. What specifically is being done at this institution to facilitate or restore faculty vitality?
3. What should be done at this institution to facilitate faculty vitality?

Schuster did not provide any definition of faculty vitality to the respondents but solicited each respondent's own interpretation. He listed several elements that were associated with faculty vitality. These elements were divided into two categories of factors that bear on the degree to which a faculty is or is not "vital" and were labeled "tangible" and "intangible." The tangibles were related to goods and services and the intangibles were related to attitudinals.

Under the tangible category Schuster (1985:24-5) found that all the elements related to working conditions. These elements were further divided into:

1. Tools for Research - library holdings and laboratories.
2. The Means for Intellectual Refreshment - professional leaves and professional development.
3. The Stimulation of Good Students - high-caliber student body.
4. Relief from a Too-Arduous Work Load - manageable work load.
5. The Symbolism (and Security) of Compensation - a sense of being rewarded.

Under the intangibles the following elements which all relate or reflect attitudes toward the faculty were noted:

1. Encouragement by Leadership - providing psychological support for faculty and defining institutional direction.
2. A Sense of Community - a sense of belonging, participation in governance and decision making, openness, fairness, trust.
3. The Safeguarding of Intellectual Freedom - a prerequisite condition for faculty vitality.

4. The Stimulation of Colleagues - peers that are creative, energetic, innovative.

Schuster (1985:31) made the following observations in his conclusion:

> In the course of our interviews, the role of administrators in promoting faculty vigor emerged with unexpected salience. In the words of one university dean, the key is the signal from the administration that it believes the faculty's role to be the most important one in the university. That attitude "filters down from above," observed another dean, "from the president through the department chairs to the individual faculty members."

Clark, et al. (1985:9) maintain that:

> ...inquiry into faculty vitality needs to address academic personnel policies, including how faculty members are selected, socialized, promoted, and rewarded. These policies and procedures evolve from the philosophy and mission of an institution and from the form of governance appropriate to such a mission.

Clark et al. (1985:10) believe that "ideal types of faculty vitality will differ according to institutional type and mission." They contend that the situation and context affect vitality and, therefore, that the "institutional type and mission" and "institutions both as employers and workplace, and as organizations in which faculty members pursue careers as scholars, teachers, and researchers," have to be taken into account.

Clark et al. (1985:22-3) propose that as "work proceeds towards eventual shared agreement on its (vitality) meaning, operationalization, and assessment," the following criteria should be kept in mind:

1. Individual and organizational vitality are interrelated. Individual vitality refers to interactive strategies and processes that enable faculty, staff, and students to fulfill mutually agreed upon expectations.

2. Vital institutions should not be considered synonymous with elite institutions vis-a-vis institutional type, resource status, student body, or mission. Although there doubtless is some overlap between vital and elite institutions, the concept of vitality neither necessarily nor exclusively characterizes prestigious institutions.

3. Ideal types of vital faculty and performance emphasis will differ according to institutional type and mission. Whereas some will emphasize teaching, others may emphasize research or scholarly productivity. Moreover, the service dimension may also be emphasized differentially. In defining vitality, therefore, the situational and contextual aspects must be given consideration. (It is particularly important, for example, that faculty development programs be constructed with this in mind, and that they be individualized rather than standardized.)

4. Productivity and efficiency are inherent in the concept of vitality, but they are not the whole of it. Since vitality should include qualitative as well as quantitative aspects of productivity, measures of effectiveness as well as efficiency must be developed.

5. Consideration also should be given to a currently nonspecific, abstract dimension of vitality that is variously termed as "enthusiasm," "energy," or "esprit." The latter refer to the embodiment of a set of values in the spirit of the organization that, in turn, energizes people to work in continually productive, satisfying, and occasionally innovative ways.

Clark et al. (1985:24) further conclude that:

> Measures of vitality in higher education also should reflect concern for added values of a qualitative nature, including longitudinal perspectives on careers in organizations, development of job-related skills at different career stages, opportunities for internal mobility (both vertical and horizontally), relationship building that facilitates the psychological sense of community and sponsorship, and participation is shaping the direction of the institution or some major segment of it.

Summary

From this section of the literature review, faculty vitality may be seen as the "ideal state of health" of the faculty members in an effective postsecondary institution. Faculty vitality for each individual member is a measure of desired faculty characteristics, attitudes and behaviors, which are perceived to be relevant to a particular institution. A comprehensive list of the indicators of vitality that were identified by the authors in this section are summarized in Table 2. For purpose of analysis, this list of indicators is synthesized and summarized into six categories of attitudes and behaviors as shown in Table 3.

TABLE 2

COMPREHENSIVE LIST OF VITALITY INDICATORS

Source	Vitality Indicators
Blackburn and Baldwin (1985:5)	1. Quality
	2. Resourcefulness
	3. Vigor
Miller (1979:9)	4. Attitudes toward work, colleagues, and institution
Baldwin and Krotseng (1985:7)	5. Intangible, positive qualities that enable purposeful production
	6. Enthusiasm
	7. Growth
	8. Innovativeness
	9. Quality
	10. Effectiveness
	11. Energy
	12. Flexibility
	13. Productivity
Toombs (1985:70)	14. Endurance over time
Clark et al. (1985:3)	15. Performance and productivity
	16. Faculty workload reporting
	17. Student evaluation
	18. Faculty scholarly output
Gardner (cited by Clark et al., 1985:6-8)	
	19. Fulfillment of individual
	20. Flexibility
	21. Growth
	22. Regeneration
	23. Re-creation
	24. Physical drive and durability
	25. Physical vigor
	26. Dedication to beliefs that require action
	27. Enthusiasm, zest, sense of curiosity
	28. Release of human potential
	29. New life, growth, and health
	30. Ventures of unknown outcomes

TABLE 2

COMPREHENSIVE LIST OF VITALITY INDICATORS
(continued)

Source	Vitality Indicators
Baldwin (1985:1)	31. Capitalize on strengths and maximize effectiveness
	32. Grow professionally
	33. Innovative and flexible
	34. Invest heavily in careers
	35. Morale
	36. Achievement and effectiveness
	37. Employee commitment and attachment
Maher (cited by Clark et al., 1985:9)	
	38. Investment in own career and institutions' mission
Schuster (1985:21-32)	39. Tangible - good and service
	40. Intangible - attitudinal
	41. Morale
Clark et al. (1985:22-3)	42. Effectiveness
	43. Efficiency
	44. Qualitative and quantitative aspects of productivity
	45. Enthusiasm, energy, esprit
	46. Set of values
	47. Work in continually productive,
	48. Psychological sense of community and sponsorship
	49. Participation in shaping the direction of the institution

TABLE 3

SUMMARY OF FACULTY VITALITY INDICATORS

Attitudes and Behaviors Towards

1. Work, Role of Faculty (4), Morale, Job Satisfaction (40)

   - dedication to beliefs that require action (5) (26) (46)
   - sense of curiosity (27)
   - adventurous (30)

2. Colleagues (4)

   - sense of community and sponsorship (48)

3. Institutions (4)

   - commitment and attachment (35) (37) (38)
   - morale (41)

4. Effectiveness/Efficiency (10) (13) (15) (31) (36) (42) (43) (47)

   - purposeful (49)
   - quality/quantity (1) (9) (44)
   - resourcefulness (2)
   - innovativeness/flexibility (8) (12) (20) (33) (47)
   - evaluations/achievements (16) (17) (18) (39)
     workload, students, output
   - capitalizing on strengths/maximizing effectiveness (31)

5. Energy/Esprit

   - vigor/zest/physical drive (11) (24) (25) (27) (45)
   - enthusiasm/enjoy (6) (27) (45)
   - endurance (14) (24)
   - care (27)
   - risk failure (27)

6. Career Development

   - growth/regeneration/re-creation (7) (21) (22) (23) (29) (32) (34) (38) new life (29)
   - health (29)
   - fulfillment of individual (19) (28)

*Note: Numbers shown in parentheses are from Table 2, Comprehensive List of Vitality Indicators.

FACTORS WHICH AFFECT VITALITY

This section of the literature review is concerned with obtaining information about the factors that affect faculty vitality. When considering the vitality of an individual faculty member, the context or institution in which the individual faculty member resides in addition to the characteristics of the individual must be considered (Clark et al., 1985:3).

Aging of Faculties

What are the characteristics of the faculty members and what factors describe the institutional structures that may affect faculty vitality? What effect do the various characteristics that describe the faculties have on faculty vitality?

One of the major concerns for higher education is the "greying" faculty and the concern that older faculty may not be as productive as younger faculty and that financial constraints will lessen career opportunities for "new blood" (Hansen, 1985:27; Bowen & Schuster 1986:37).

Bowen and Schuster (1986:7) also are concerned about the fact that their "findings indicate that fewer and fewer persons, especially highly talented young students, are opting for academic careers." They further believe that "unless faculty employment improves and incentives for entering the profession become stronger, they (colleges and universities) may well be obliged to settle for the not very talented."

Bowen and Schuster (1986:39) reviewed several studies on the effects of age and productivity and concluded that, while it is commonly believed that productivity lessens because of age, no conclusive evidence has been found. Bowen and Schuster (1986:41), when describing the aging process among academic people, indicate that:

> . . . intelligence holds up reasonably well; that student ratings of teachers are relatively unrelated to age; that there are not large numbers of ineffective teachers of any age; individuals have the ability to change at all ages; that when continuity and stability are found they are the result of a constant environment rather than built-in rigidity; and that productivity and renewal are best enhanced by freedom, diversity of opportunities, risk-taking, complexity, and time pressure.

Reskin (1985:96) reviewed the results of several scientific disciplines on aging and productivity and concluded that: ". . . it seems safe to rule out the hypothesis that increased age necessarily leads to lower productivity." Bowen and Schuster (1986:43) conclude that a regular turnover of faculty may be desirable, but they "pointed out that the problem of age may not be as drastic or as critical as is often assumed."

Use of Part-time Faculty

One problem that may be affecting faculty vitality may be an increase in the number of part-time faculty. While a certain percentage of part-time faculty may be appropriate, the use of increased numbers because of financial constraints may be adding to the workload of full-time faculty and lessening "the job market for potential faculty who are available and qualified for full-time work" (Bowen and Schuster, 1986:63). Bowen and Schuster point out the need to

determine the age distribution of the faculty members and the effects of the use of part-time faculty on the future stability of the faculty component. In addition, the current level of part-time faculty may be adversely affecting the full-time faculty members.

Education and Experience

Bowen and Schuster (1986:33) believe that "the education of faculties has changed substantially," and that educational levels have increased. In addition, they observe that "faculty members on the whole have had substantial and varied work experience both inside and outside academe" (Bowen and Schuster, 1986:35).

Discipline

The attitude of faculty members towards their careers may be affected by the particular discipline group to which they belong. "People in the various disciplines tend to differ as to personal and educational backgrounds and world outlooks" (Bowen and Schuster, 1986:49). Bowen and Schuster (1986:49) state that: "many studies have shown that faculty members in different fields exhibit significantly different personal characteristics and attitudes.

The question of career options for faculty may need to be considered in terms of their experience and attachment to their present position. Many faculty have other career options open to them or may have mobility within the academic world.

Faculty satisfaction with their present career was evaluated by Clark and Corcoran (1985:123) who report from their study that:

> Faculty members who were regarded by knowledgeable peers as meeting criteria for inclusion into the highly active, ideal type who "does everything"--research and publish, teach and contribute service--were asked midway through the interview for their own comparative view of their success at various career stages. As if to acknowledge or reaffirm the estimation made by others, some 70 percent of the total sample responded that they have been either "more successful" or "much more successful" than their peers. They also typically think they work harder than most of their colleagues.

Clark and Corcoran (1985:126) also asked the question: "If you were starting over today, would you choose again the career of faculty member?" They reported their finding as: "42 percent of the total group indicated that they would choose this career again now without hesitation, and another 49 percent indicated that they would follow suit, with qualifications." In addition, they found (1985:125-6) "82 percent of the highly active group perceiving no decline in their performance productivity over different career stages."

Patton and Palmer (1985:158) endorse the use of early retirement incentives and career change options as possible means to solve budgetary constraints, enrollment shifts, and manpower problems. They state that: "An organization will be vital only if its members are vital, and organizations can create opportunities to enhance faculty vitality."

Basic Values & Motivation

Bowen and Schuster (1986:23) believe that faculty have basic values which have been conveyed via graduate school and socialization into their academic positions. "These values may be subsumed under three main categories: the pursuit of learning, academic freedom, and collegiality." The pursuit of learning is concerned with discussion,

teaching, and publication; and forms the core component of faculty job expectations. "Academic freedom includes the right of faculty members to substantial autonomy in the conduct of their work, and to freedom of thought and expression as they discover and disseminate learning" (Bowen and Schuster, 1986:53).

Collegiality involves participation in the decision-making process especially in educational matters, by serving in departments and on committees. These three values are generally believed to be strongly held in an ideal academic community. The degree to which these values are held may relate to the maturity of the institutions (Bowen and Schuster, 1986:54). Part of the job expectation for academic faculty is this involvement in what might broadly be termed "service" to the institution and forms the total expectations of an institution of its faculty excluding the actual teaching functions.

Motivation, in addition to these basic values, may determine faculty productivity. Motivation has two primary sources: first professional recognition and second "a sense of personal accomplishments gained from their research and teaching efforts" (Braskamp, et al., 1982:6).

Clark and Corcoran (1985:128) found that the intrinsic motivational factors which influence faculty include "opportunity to work with college age students, stimulating colleagues and associates, the intellectual atmosphere of the campus, and freedom to plan one's own time."

Faculty Tasks

Faculty not only are involved in the teaching of students but also are involved in research, institutional service, related public service or any combination of these. The main function of faculties is instruction and this is usually stated as contact hours or work-load. In addition to the actual formal teaching of students in classrooms, teaching may take place in laboratories, studios, gymnasia, conferences, and tutorials. The teaching component requires faculty not only to do all the tasks associated with teaching and learning, but it also requires them to continually ""keep up" in their discipline and in a broad intellectual discourse as well" (Bowen and Schuster, 1986:69).

The public service component of faculty tasks may be defined very narrowly as only related to the teaching component or more broadly to include activities that provide recreational and cultural activities for surrounding communities as well as administrative or educational or consulting services that provide specialized talent "to meet an infinite variety of needs and problems" (Bowen and Schuster, 1986:20).

Institutional governance and operation relies heavily on the involvement of faculty in the formation of policies, discussions, and ongoing activities. The individual department which represents a specialized discipline is usually delegated specific authority and is influential as a subunit within the institution. Departments form links of communication with each other and with administration through the formal structures of councils and committees (Bowen and Schuster, 1986:21).

The amount of time and effort that faculty are able to devote to their various tasks is not only affected by their own motivation and energy but also by curricula and enrollment changes, and administrative, public service, and family demands. The quality and quantity of faculty work is usually measured by some type of formal or informal evaluation which can include student ratings, peer, and administrative evaluation (Centra, 1985:150).

Professional Consulting

Boyer and Lewis (1985:177) believe that while outside consulting activities may enhance faculty vitality they are concerned "whether professional consulting results in 'shirking . . . university responsibilities' (Patton, 1980) or 'diffusion of energy'" (Wilson, 1942). The concern over whether consulting is beneficial or not is likely to increase in current economic and demographic conditions (Boyer and Lewis, 1985:178).

Boyer and Lewis (1985:195) conclude from their study that "faculty consulting has been overestimated and underappreciated." They recommend that benefits to both the individual and the institution from faculty consulting must be taken into account and not only the economic costs, and "that guidelines for faculty consulting ought to be permissive - but not promiscuous" (1985:6).

Faculty Development

Faculty development programs may include various strategies to help faculty grow and develop. These various strategies may include

professional development funds for sabbaticals and leaves as well as for travel and attendance at conferences or workshops.

Berquist and Phillips (1981:293) believe that the challenge facing faculty development programs is to continue to promote "the vitality of the men and women who form the heart of the enterprise." These authors further believe that "an assessment of faculty perceptions, attitudes, skills, and styles is valuable to the formulation of successful strategies for introducing faculty development concepts and implementing faculty development services" (Berquist and Phillips, 1981:309).

Clark and Corcoran (1985:133), as a result of their study, propose policy suggestions under "three areas: provide environmental support for the scholarly development of the faculty, provide institutional support for faculty research activities, and provide differential support for individual faculty needs."

Under the topic of "provide an environment supportive of the scholarly interest of the faculty," Clark and Corcoran (1985:133-4) summarized the concerns of faculty as: (1) "the importance of administrative attitudes and behaviors as reflections of scholarly concerns" (2) "the need to recognize the full range of faculty accomplishments" and (3) "the need to encourage development of an intellectually stimulating community of colleagues."

One remark that Clark and Corcoran (1985:134-5) believe warrants policy action is: "Faculty vitality may be infectious and it spreads by contact." The specific policy they recommend "involves the careful attention to recruiting and hiring of intellectually vital faculty

members, the recruitment of intellectually curious students, and support of opportunities for interdisciplinary activities and scholarly exchanges."

Centra (1985:146) found in his study of faculty development programs and practices four general categories:

(1) workshops, seminars, or similar presentations;

(2) analysis or assessment of instructors by students, by colleagues, by the use of videotape, or by other means;

(3) activities that involved audiovisual aids, technology, or course development, and

(4) institution-wide practices such as sabbaticals and annual teaching awards.

Centra (1985:153) also reported: "Only a small number of faculty development and instructional improvement programs have been formally evaluated, and most evaluations have relied on reports by faculty participants."

However, what may be more important than the programs that are available is the amount of participation in these programs. Centra (1985:150-1) concludes that "the most actively involved in the development activities were 'good teachers who want to get better;' and the least involved were 'faculty who really need to improve.'" Centra (1985:155) believes that faculty development activities "can help keep a faculty vital."

Organizational Environment

Clark and Corcoran (1985:130) found from their study that the support aspect of the environment "included stimulating colleagues, strong academically oriented administration, and recognition by

administrators and colleagues," as well as leaves and sabbaticals and academic freedom. They also found that faculty reported "problems in both the lack of funding and burdensome teaching responsibilities, and also with the quality of library and laboratory facilities" (1985:131). One area that they expressed concern over is the response to the question: "In your experience as a faculty member, do you feel that colleagues and 'the system' have encouraged you to explore and take risks in your teaching and research?" The responses indicated that: "only nine percent feel risk taking is encouraged, while a large proportion of these highly active, successful faculty members (42 percent) feel that risk taking is discouraged" (Clark and Corcoran, 1985:131-2).

Faculty Contracts and Tenure

The amount of collective bargaining that takes place within institutions may be an indicator of the perception of faculty associations as unions and/or the amount of dissatisfaction with working conditions. Becker (1986:205) believes that the process of bargaining and its effects on "faculty power, productivity, and pay . . . is a hotly debated issue." Becker (1986:205-6) further summarizes four general trends in higher education which began in the 1960's as:

(1) the growing centralization of decision making with decision-making power going to nonacademics,

(2) the decay in faculty participation and influence through university senates,

(3) the increasing formalization or bureaucratization of administrative process, and

(4) a greater concern with due process in the equal treatment of all individuals.

The degree to which these trends are perceived in academic institutions may cause faculty associations to attempt to influence or reverse these trends through the bargaining process.

Becker (1986:219-20) believes that unionization has declined in the 1980's and that "collective bargaining has strengthened faculty due process in salary determination, but it is not clear how unionization has strengthened faculty governance . . . ." Faculty associations are responsible for negotiation of the academic contract, which usually sets out the regulations governing the relationship between the individual faculty members and the employing colleges. Contracts usually delineate the personnel and compensation policies. The personnel policies are intended to provide fair and equitable treatment of all faculty, compensation policies attempt to raise the economic status of the profession, and evaluation policies attempt to measure productivity. Bowen and Schuster (1986:266) list the following elements that can be found in a contract: appointment, tenure, involuntary separation, leaves of absence, compensation, the work environment, collective bargaining, and retirement. "The contract is usually partly written and partly embodied in unspoken understandings and traditions."

One of the most controversial elements of the contract is tenure. Bowen and Schuster (1986) discuss the positive and negative aspects of tenure. The critics of tenure believe it has not served the purpose of ensuring academic freedom, and that it impedes the institutions from making necessary program adjustments or new hires. However, these authors believe that tenure does ensure academic freedom, job

security, is conducive to collegiality; and that it helps overcome noncompetitive financial rewards and makes academic employment more desirable.

Lewis (1980:100) reports from his study of the actual procedures and criteria used in the tenure process that although the intended objective of the tenure process is "to cull out those who will not in the future meet the institution's intellectual and performance standards," the process may cause "organizations (to) reproduce themselves through the recruitment process." Katz (cited by Lewis, 1980:101) concludes from his study that "tenure does not appear to greatly affect lifelong productivity." Lewis (1980:101) supports Katz's findings and concludes that "tenure appears to make the academic profession more attractive. Yet, the output of most faculty probably remains largely independent of tenure."

Summary

The key to understanding the factors which affect vitality is perhaps summarized by the insight brought forth by Gardner (1978, cited in Clark et al., 1985) as the release of human potential. Maher (1982, cited in Clark et al., 1985) believes that the factors are the strategies used by the organization that help individuals to reach their own goals and the goals of the institution.

A comprehensive list of the factors which affect vitality is shown in Table 4. For the purpose of analysis, this comprehensive list was synthesized into clusters of factors under the major headings of:

1. Individual Characteristics

2. Institutional Characteristics

3. External Environmental Characteristics

A summary of the factors which affect faculty vitality is shown in Table 5.

TABLE 4

COMPREHENSIVE LIST OF FACTORS WHICH AFFECT VITALITY

Source	Factors Which Affect Vitality
Toombs (1985:69)	1. Academic disciplines 2. Status 3. Students 4. External agencies and employers
Baldwin (1985:1)	5. Climate
Clark, et al (1985:4)	6. Hiring of new faculty 7. Working conditions 8. Changing demographic & economic conditions 9. Age 10. Shared governance 11. Cutbacks 12. Students
Bowen & Schuster (1986:3)	13. Quality and quantity of teaching 14. Facilities 15. Environment 16. Hiring practices
Bowen & Schuster (1986:118-121)	17. Students
Lawrence (1985:59)	18. Administrators
Speers (1977:115)	19. Administrators 20. Professional development programs
Speers (1977:115-6)	21. Administrators 22. Professional development programs 23. Climate of trust and achievement

TABLE 4

COMPREHENSIVE LIST OF FACTORS WHICH AFFECT VITALITY
(continued)

Source	Factors Which Affect Vitality
Schuster (1985:21-32)	Tangible
	24. Working conditions
	25. Library holdings
	26. Laboratories
	27. Professional leaves
	28. Professional development
	29. Good students
	30. Reasonable workloads
	31. Sense of being rewarded
	Intangible
	32. Encouragement by leadership
	33. Sense of community
	34. Intellectual freedom
	35. Stimulation of colleagues
Smith (1978:1. cited in Clark et al.; (1985:9)	36. Personnel policies - selection socialization, promoted, rewarded
	37. Governance and policies
Clark et al. (1985:10)	38. Institutional type and mission
Bowen & Schuster (1986:39-44)	39. Age
	40. Part-time faculty
Bowen & Schuster (1986:33)	41. Education
	42. Work experience
Bowen & Schuster (1986:49)	43. Academic disciplines
Bowen & Schuster (1986:23)	44. Pursuit of learning
	45. Academic freedom
	46. Collegiality
Braskamp, et al (1982:6)	47. Professional recognition and personal accomplishment

TABLE 4

COMPREHENSIVE LIST OF FACTORS WHICH AFFECT VITALITY
(continued)

Source	Factors Which Affect Vitality
Clark & Corcoran (1985:128-9)	48. College age students
	49. Stimulating colleagues
	50. Intellectual atmosphere
	51. Freedom
Bowen & Schuster (1986:121)	52. Department
	53. Communication
	54. Enrollment changes
	55. Administrative
	56. Public service
	57. Family demands
Bayer & Lewis (1985:177)	58. Outside consulting
Clark & Corcoran (1985:133-5)	59. Environmental support
	60. Support faculty needs - administrative support recognition of accomplishments, stimulating colleagues
	61. Recruiting, hiring - faculty members
	62. Encourage risk taking
Centra (1985:146)	63. Faculty development programs
	64. Evaluation teaching - learning
	65. Activities, sabbaticals, awards
Bowen & Schuster (1986:261)	66. Bargaining process
	67. Unions & associations
Bowen & Schuster (1986:266)	68. Contracts
	69. Compensation
	70. Fairness
	71. Equity

TABLE 5

SUMMARY OF FACTORS WHICH AFFECT FACULTY VITALITY

Individual Characteristics
1. Academic Discipline (1) (43)
2. Age (50) (9) (39)
3. Position (36)
4. Tenure (2)
5. Status (2)
6. Education (41)
7. Work Experience (42)
8. Pursuit of Learning (44)
9. Public Service (56)
10. Family Demands (57)
11. Outside Consulting (58)

TABLE 5

SUMMARY OF FACTORS WHICH AFFECT FACULTY VITALITY
(continued)

Institutional Characteristics

1. Student (3) (29) (17)
   - ability (12) (48)
   - enrollment changes (54)

2. Department (52)

3. Communications (53)

4. Climate/Environment
   - trust and achievement (23)
   - sense of being rewarded (31)
   - sense of community (33)
   - encouragement by leadership (32)
   - intellectual freedom (34) (45) (51)
   - stimulation of colleagues (35) (49) (60)
   - intellectual atmosphere (50)
   - collegiality (46)
   - environmental and administrative support (59) (60)
   - encourage risk taking (62)
   - fairness/equity (70) (71)

5. Personnel Policies
   - recruiting and hiring selection (6) (16) (36) (61)
   - cutbacks (11)
   - professional development programs (20) (22) (28) (63)
     professional leaves (27) (65)
     professional recognition (47)
   - socialization (36)
   - promotion (36)
   - rewards (31) (36) (60)
   - evaluations, teaching/learning (64)
     quantity and quality of teaching (13)
   - part-time faculty (40)
   - awards (65)

6. Working Conditions (7) (24)
   - reasonable workloads (30)
   - facilities
   - libraries, laboratories (14) (25) (26)

TABLE 5

SUMMARY OF FACTORS WHICH AFFECT FACULTY VITALITY
(continued)

Institutional Characteristics
7. Governance - shared governance (10) - administration/administrators (18) (19) (21) (55) - governance and policies (37) - institutional type and mission (38) - collegiality (46)
8. Unions/Associations (67) - contracts (68) - compensation (69) - bargaining process (66)
External Environmental Characteristics
1. External agencies and employers (4)
2. Changing demographic and economic conditions (8) (11)

*Note: Numbers shown in parentheses are from Table 4, Comprehensive List of Factors Which Affect Vitality

ORGANIZATIONAL EFFECTIVENESS

Several writers on faculty vitality have indicated that faculty vitality and institutional vitality are linked or intertwined (Blackburn and Baldwin, 1983:5; Kirsching, 1978; Clark et al., 1985:22). Patton and Palmer (1985:158) state that "institutional vitality can be defined as the sum of the creativity of individual faculty and staff members, flexibility to respond to changing needs and demands, and the ability to adapt to larger-term trends and requirements."

The definitions for the concept of faculty vitality may have evolved from the definitions of institutional vitality (Table 1. Clark et al., 1985:7). The central idea of organizational effectiveness, institutional and faculty vitality appears to be to measure and facilitate productivity. The literature and research on organizational effectiveness, especially as it pertains to post-secondary or higher educational institutions, may provide a better understanding of faculty and institutional vitality.

Some of the models that have been developed to help understand organizational effectiveness are reviewed in this section. The components of these models, that is, the criteria, the definitions, the determinants, the measurements, and the interpretation or purpose of the results, are also included.

A brief review of the literature on the organization of higher educational institutions or models that are used to describe these

types of institutions is included in order to determine the relevancy of effectiveness models to these types of organizations.

The Purpose of Measuring Effectiveness

The first question that needs to be asked is: "What is the purpose of measuring or attempting to measure organizational effectiveness?" In the literature, there seem to be two main ideas that are related to this question. First, some authors believe that the concept of effectiveness is central to the concept of structure or characteristics of organizations; and, second, that effectiveness is the main purpose of the theory and practice of administration.

Hoy and Miskel (1982:319) propose that:

> Effectiveness represents such a central theme in the theory and practice of educational administration that the difficult questions regarding the concept can no longer be avoided. The issue will not go away, nor should it.

Goodman and Pennings (1977:2) support the need for effectiveness studies and state that "organization effectiveness is not only a central theme in the practical sphere; it is a central theme in organizational theory as well."

Steers (1977:1) predicts that organizational success is ultimately judged by how effective that particular organization is perceived to be. This idea of judgment by someone of an organization's effectiveness is explained by Cameron (1980:66) as the basic idea that everyone makes choices based on judgments of effectiveness of a particular organization: "These choices, however, are frequently made on the basis of self-interest, tradition, or personal bias because those making them don't have a clear idea of the pertinent criteria of

effectiveness." Therefore, the role of organizational effectiveness research is to "discover the most useful lines for distinguishing between effective and ineffective organizations."

Scott (1981:317) states that some theorists argue that organizational effectiveness is "a determinant as well as a consequence of organizational structure." Goodman and Pennings, as reported by Quinn and Rohrbaugh (1983:363), "have argued that effectiveness is the central theme in all of organizational analysis and that it is difficult to conceive of a theory of organization that does not include the effectiveness construct." Goodman and Pennings (1977:1) believe that:

> Social developments such as regulations of business, new public welfare programs, decline in labor productivity, and changing opinions in educational, gerontological, and health care domains have focused public attention on the need for optimum organizational performance in order to achieve the best allocation of society's resources.

While there may be consensus on the idea that effectiveness is central to the structuring and development of organizations and is essential for organizational success, there is no consensus on the ways and means of measuring effectiveness.

Definitions of Organizational Effectiveness

One of the basic problems that theorists and researchers encounter with organizational effectiveness is an agreed upon definition. Hoy and Miskel (1982:320) found that "effectiveness is not <u>one</u> thing; hence a one-dimensional definition is not adequate . . . any organization can be both effective and ineffective depending on the criteria used, which may be independent of one

another." Goodman and Pennings (1977:2-3) state that there is no agreement on a definition of organizational effectiveness, and caution that "in addition to the different definitions of effectiveness, there is a tendency to view effectiveness as either one-dimensional or multidimensional."

Kahn (cited in Goodman et al., 1977:243) found that the preference is "to define organizational effectiveness in terms of outcomes and to treat the processes that predict those outcomes (and the structures that in turn predict those processes) as hypotheses."

Single Criterion Models

Organizational effectiveness models are designed or based on an understanding of the organization itself. Therefore, effectiveness models often relate to each author's understanding or choice of a particular organizational model. Quinn and Rohrbaugh (1983:364) report that "Scott (29, p. 73-74), for example, has suggested that numerous criteria of effectiveness can be reduced to three basic models: the rational system model, natural system model, and open system model."

Hoy and Miskel (1982:347) state that "two general approaches, a goal perspective and a system resource model, dominate the study" of organizational effectiveness. Therefore, these two models are reviewed.

Goal model. Hoy and Miskel (1982:320) propose that "traditionally organizational effectiveness has been defined in terms of the degree of goal attainment." Therefore, "an organization is

effective if the outcomes of its activities meet or exceed organizational goals." Cameron (1980:67) explains the goal model as an approach that:

> Defines effectiveness in terms of how well an organization accomplishes its goals. Using this perspective, evaluators usually focus on the outputs of an organization--that is, the closer the organization's outputs come to meeting its goals, the more effective it is.

Several criticisms of this model are listed by Hoy and Miskel (1982:322):

> (1) Goals may only be from the administration's perspective and not account for the goals of teachers, students, and society, (2) the multiplicity of goals and the contradictory nature of these goals is often overlooked, (3) the evaluation of goals serve to justify but not direct an organization, (4) goals are dynamic and changing, (5) the official goals and and operative goals may not be compatible, and (6) some goals cannot be measured.

Hoy and Miskel (1982:322-3) comment that "Yuchtman and Seashore have argued that the goal model of organizational effectiveness is inadequate. Instead, they propose a system resource model."

Systems resource model. The systems resource model, according to Cameron (1980:67), defines "an organization's effectiveness is judged on the extent to which it acquires needed resources--that is, the more of the needed resources an organization can obtain from its external environment, the more effective it is." This model assumes that an organization's main concern is with the input variables which may not be appropriate for all types of organizations. In an educational organization, for example, this might mean less emphasis on the educational outcomes--student achievement.

Multiple Criteria Models

Several authors combine the various single criteria models into multiple criteria models in order to overcome the shortcomings of the single criteria models or to produce a more encompassing model. Steers (1977:4) suggests that "effectiveness can best be examined by jointly considering three related concepts: (1) the notion of goal optimization, (2) a systems perspective, and (3) an emphasis on human behavior in organizational settings."

Steers (1977:7) believes there are four major sets of variables or four general domains which contribute "to the ultimate success of an organization:" (1) organizational characteristics, (2) environmental characteristics, (3) employee characteristics; and (4) managerial policies and practices. While these four domains can be used to evaluate effectiveness, Steers (1977:6) cautions that it is important to remember to specify "the nature of the relationship among the major sets of variables as they jointly influence desired outcomes."

Steers (1977:8) developed a framework for the analysis of organizational effectiveness which includes these four general domains that can be used to measure the success of an organization (Table 6). The two main employee characteristics that Speers identifies are measurements of organizational attachment and job performance. He further separates organizational attachment into three areas: attraction, retention, and commitment; and job performance into motives, goals, needs, abilities, and role clarity.

TABLE 6

FACTORS CONTRIBUTING TO ORGANIZATIONAL EFFECTIVENESS

ORGANIZATIONAL CHARACTERISTICS (Chapter 4)	ENVIRONMENTAL CHARACTERISTICS (Chapters 5 & 6)	EMPLOYEE CHARACTERISTICS (Chapter 7)	MANAGERIAL POLICIES & PRACTICES (Chapters 8 & 9)
Structure	**External**	**Organizational Attachment**	Strategic goal setting
			Resource acquisition
Decentralization	Complexity	Attraction	& utilization
Specialization	Stability	Retention	Creating performance
Formalization	Uncertainty	Commitment	environment
Span of control			Communication process
Organization size			Leadership
Work-unit size	**Internal (Climate)**	**Job Performance**	& decision making
			Organizational adaption
	Achievement orientation	Motives, goals, & needs	& innovation
	Employee centeredness	Abilities	
Technology	Reward-punishment orientation	Role clarity	
Operations	Security vs. risk		
Materials	Openness vs. defensiveness		
Knowledge			

Steers (1977:8)

In providing further insight into these factors, Speers (1977:116) lists four sources as principal areas which influence organizational attachment:

1. Organization-wide factors - (such as pay, promotional practices, organization size)

2. Immediate work environment factors (for example, supervisory style, peer group interaction patterns)

3. Job content factors (such as task repetitiveness, autonomy, role clarity)

4. Personal factors (age, tenure, personality, vocational interests)

Finally, Steers (1977:121) defines the three major areas in which influences on commitment can be found as:

1. Personal characteristics of employees, including tenure in the organization and variations in need strengths (such as need for achievement);

2. Job characteristics, such as task identity and opportunities for co-worker interaction; and

3. Work experience, such as the perceived dependability of an organization in the past and the way other employees talk and feel about the organization.

Organizations also may provide "opportunities for personal growth and advancement through company training programs and so forth" (Steers, 1977:121).

Summary

The review of the single-criteria and multi-criteria models of organizational effectiveness as well as the concepts of constituencies, determinants, and criteria, provide a framework for understanding organizational effectiveness. Several authors believe

that organizational effectiveness is the central idea or purpose for organizational structure (Hoy & Miskel, 1982:319; Quinn and Rohrbaugh, 1983:370-1).

MODELS OF HIGHER EDUCATIONAL INSTITUTIONS

The purpose of this section is to identify models that represent institutions of higher education and whether these models are similar to the models that have been designed for measuring organizational effectiveness.

Baldridge et al. (1983:11-28) reviews the alternative models of governance in higher education. These authors identify the distinguishing characteristics of academic organizations in the areas of goals, client service, technology, professionalism, and environmental relations as compared to those of a traditional bureaucracy. A summary of their findings is presented in Table 7.

TABLE 7

ORGANIZATIONAL CHARACTERISTICS OF ACADEMIC ORGANIZATIONS AND MORE TRADITIONAL BUREAUCRACIES

	Academic organizations (colleges & universities)	Traditional bureaucracies (government agency, industries)
Goals	Ambiguous, contested, inconsistent	Clearer goals, less disagreement
Client Service	Client-serving	Material-processing, commercial
Technology	Unclear, nonroutine, holistic	Clearer, routinized, segmented
Staffing	Predominantly professional	Predominantly nonprofessional
Environmental Relations	Very vulnerable	Less vulnerable
Summary Image	"Organized Anarchy"	"Bureaucracy"

(from Baldridge et al., 1983:15)

Baldridge et al., (1983:24) believe that these distinguishing characteristics describe an "organized anarchy." These authors conclude from the discussion on the characteristics of institutions of higher education that:

(1) Colleges and universities are unique in many of their organizational characteristics, and as a consequence, it is necessary to create new models to help explain organizational structure, governance, and decision making; and

(2) A political model of academic governance provides useful insights in addition to those offered by the bureaucratic and collegial models.

From these two conclusions, Baldridge et al. present a comparison of the three models of academic institutions--bureaucratic, collegial and political--which are shown in Table 8. How an organization is perceived may affect one's perception of its effectiveness.

Stace (1984:76) believes that institutions of higher learning are unique in that the basic focus is on people; he states that:

> Higher education is people oriented. Its basic inputs are people; its transformation processes are achieved by means of people; and its outputs are people. People are its basic resource.
>
> In manufacturing, primary industries, or service industries the basic task of the manager is to maximize output and to introduce cost-effective solutions to production or service functions. Yet in higher education we often take for granted that our staff resources are functioning efficiently and effectively, and that the organization is effectively contributing to their development. We will only have effective institutions if we value and utilize our human resources to best effect.

Stace concludes that the effectiveness in institutions of higher education can be increased through effective leaders and managers.

TABLE 8

THREE MODELS OF DECISION MAKING AND GOVERNANCE

	Bureaucratic	Collegial	Political
Assumptions about structure	Hierarchical bureauracracy	Community of peers	Fragmented, complex professional federation
Social	Unitary: integratred by formal system	Unitary: integrated peer consensus	Pluralistic: encompasses different interest groups with divergent values
Basic theoretical foundations	Weberian bureaucracy, classical studies of formal systems	Professionalism literature, human relations approach to organization	Conflict analysis, interest group theory, community power literature
View of decision-making process	"Rational" decision making: standard operating procedures	Shared collegial decision: consensus, community participation	Negotiation, bargaining, political influence, political brokerage, external influence
Cycle of decision making	Problem definition: search for alternatives; evaluation of alternatives; calculus; choice; implementation	As in bureaucratic model but in addition stresses the involvement of pro-professional peers in the process	Emergence of issue out of social context interest articulation: conflict; legislative process; implementation of policy; feedback

(from Baldridge et al., 1983:24)

SUMMARY

The review of the literature on organizational effectiveness and the models presented provides a framework for understanding the concept of faculty vitality as a part of institutional vitality and institutional effectiveness. Organizational effectiveness is concerned with two major goals: to provide an organizational structure which fosters productivity, and to measure and improve productivity. These two goals are mutually reinforcing. Faculty vitality may be seen as a major component of organizational effectiveness in postsecondary institutions.

Faculty vitality is influenced by the structure of an institution. How the institution is structured and how it is perceived, whether as organized anarchy, beaucratic, political, or collegial may affect faculty vitality. The review of postsecondary organizational models provides a context for understanding faculty vitality as well as for identifying factors which may affect vitality.

A comprehensive list of the indicators and the factors which affect organizational effectiveness derived from the literature review is presented in Table 9. This list was compared to the lists presented in Tables 2 and 4. Two salient factors presented in Table 9 were different from those presented in Tables 2 and 4. Resource acquisition was an important factor when determining organizational effectiveness, and the age of an institution may affect the organization's structure and goals. These two factors were also considered in designing the questionnaire for this study.

TABLE 9

COMPREHENSIVE LIST OF INDICATORS OF AND FACTORS WHICH AFFECT ORGANIZATIONAL EFFECTIVENESS

Source	Factor
Patton and Palmer (1985:158)	1. Sum of faculty: creativity flexibility adaptability
Scott (1981:317)	2. Organizational structure
Goodman & Pennings (1977:1-3)	3. Effectiveness 4. Performance 5. Multidimensional
Kahn (cited in Goodman et al. 1977:243)	6. Outcomes
Cameron (1980:67)	7. Goal achievement 8. Resource acquisition
Hoy & Miskel (1982:322-3)	9. Resource acquisitions
Steers (1977:4)	10. Goal optimization 11. Human behavior
Steers (1977:7)	12. Organizational characteristics 13. Environmental characteristics 14. Employee characteristics 15. Managerial policies and practices
Steers (1977:116)	16. Organization-wide factors (pay, promotional practices organizational size) 17. Work environment (supervisory style, peer group) 18. Job content (task repetitiveness, autonomy, role clarity) 19. Personal factors (age, tenure, personality, vocational interests

TABLE 9

COMPREHENSIVE LIST OF INDICATORS OF AND FACTORS WHICH AFFECT ORGANIZATIONAL EFFECTIVENESS (continued)

Source	Factor
Steers (1977:121)	20. Personal growth through training programs
Baldridge et al. (1983:24)	21. Organizational structure 22. Governance 23. Decision making

CONCEPTUAL FRAMEWORK

While no specific definition for the concept of faculty vitality was found, several authors provided indicators of faculty vitality which relate to specific attitudes and behaviors. French et al. (1985:408) describe values and attitudes as central to behavior: "Values are reflected in statements of what is preferable, best, or good, as well as what should or ought to be . . . . Attitudes reflect our disposition, opinion or mental set." Neal (1983:135-36) explains that "an attitude is a set of relatively stable and enduring orientation toward social objects and events." Neal explains that while attitudes may determine behavior, behavior does not necessarily reflect a specific attitude because behavior may be influenced by the inability of individuals to exercise personal control over events. Therefore, faculty attitudes may or may not direct behavior and behavior may or may not be a result of a specific attitude.

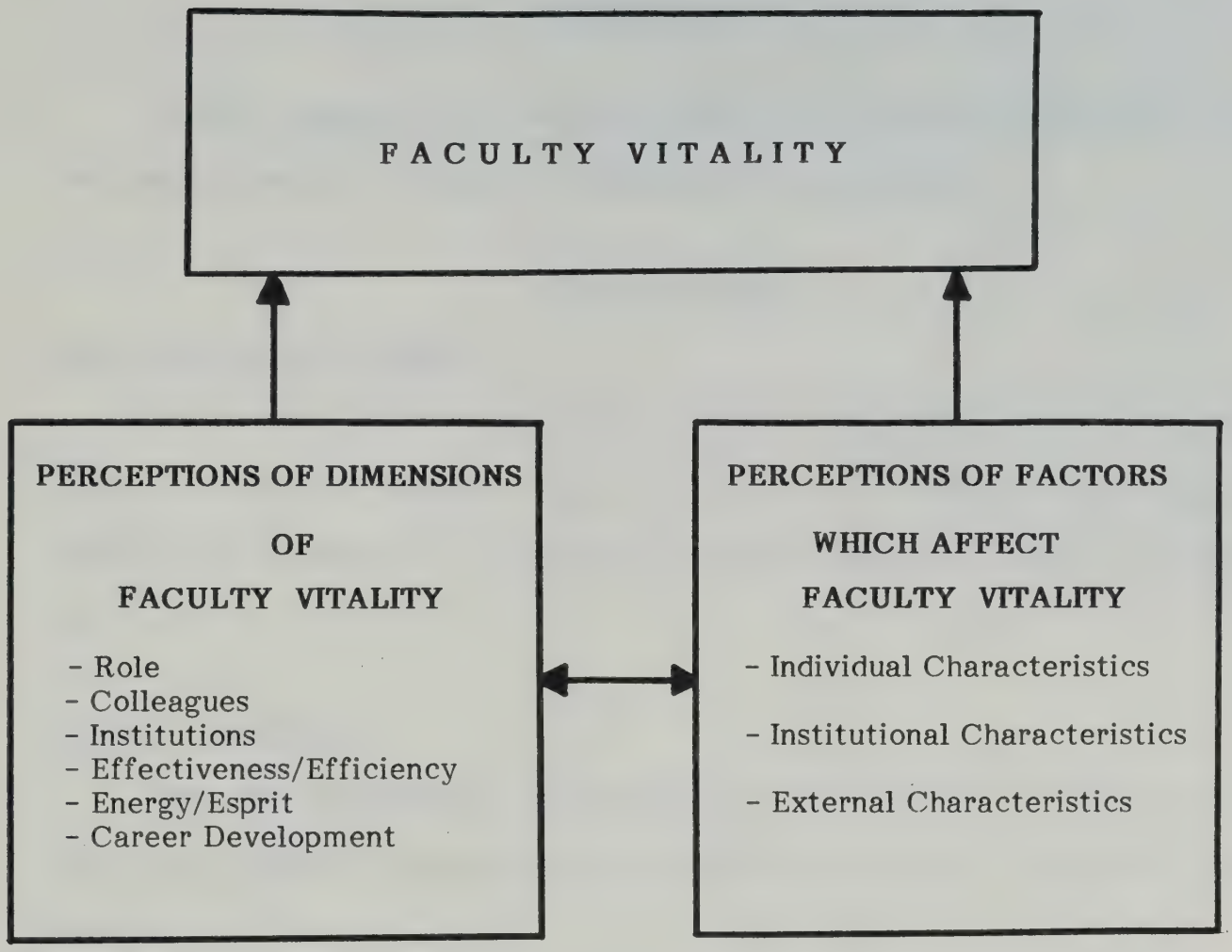
The attitudes and behaviors that were identified from the literature review as indicators of faculty vitality were listed in Table 2 and summarized in Table 3. The interaction of these indicators creates a condition or state of attitudes and behaviors which may be perceived as faculty vitality. For purposes of exploring the concept of faculty vitality, faculty vitality may be seen as a subset of faculty attitudes and behaviors.

The first assumption underlying the conceptual model is that faculty vitality indicators are specific attitudes and behaviors that epitomize faculty vitality. The next assumption is that faculty vitality indicators are specific attitudes and behaviors that are distinct from the total attitudes and behaviors of faculty, and that they may be categorized under one of the six headings listed in Table 3.

The factors which affect vitality were derived from the literature review as shown in Table 4 and summarized in Table 5 into three major categories of faculty characteristics, institutional characteristics, and external characteristics. The next assumption is that there are many factors which affect faculty vitality which may be compiled within these major categories. The literature review pointed out the relationship between faculty vitality and institutional vitality or effectiveness as being intertwined or mutually reinforcing. The last assumption is that factors which affect faculty vitality are influenced by the indicators of faculty vitality.

Graphically these assumptions are displayed in the conceptual framework (Figure 1). The top rectangle shows the composite of atti-

tudes and behaviors that represents faculty vitality. Perceptions of dimensions of faculty vitality shown in the left square relate to role, colleagues, institutions, effectiveness/efficiency, energy/esprit, and career development. In the right square, the perceptions of factors which affect faculty vitality are shown as related to individual, institutional, and external characteristics. The two squares are shown with a double headed arrow to indicate that each affects the other. The arrow from each rectangle points towards the top rectangle marked faculty vitality to show that the concept of faculty vitality is understood by determining the dimensions of faculty vitality and the factors which affect vitality. This conceptual framework provided the structure for organizing the study and designing the questionnaire instrument.



CONCEPTUAL FRAMEWORK

DIMENSIONS OF FACULTY VITALITY

AND

FACTORS WHICH AFFECT FACULTY VITALITY

Figure 1

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

In this chapter the research design, instrument development and validation, and the research methodology are presented.

RESEARCH DESIGN

Statement of the Problem

The purpose of this study was to develop an understanding of the concept of faculty vitality and to identify the factors that affect vitality as perceived by individual faculty members in Alberta colleges.

Research Questions

From the preliminary interviews and the literature review the following research questions were identified and used to guide the study.

1. What are the perceived dimensions of faculty vitality in public colleges of Alberta?
2. What are the perceived factors which affect faculty vitality?
3. To what extent is the perception of the dimensions of faculty vitality related to individual and demographic characteristics of faculty members?
4. To what extent is the perception of factors which affect faculty vitality related to individual and demographic characteristics of faculty members?
5. What are the five most important ingredients that enhance faculty vitality in postsecondary colleges in Alberta?

6. What are the five most important ingredients that diminish faculty vitality in postsecondary colleges in Alberta?

7. What specifically is being done to facilitate or restore faculty vitality in postsecondary colleges in Alberta?

8. What should be done to facilitate faculty vitality in postsecondary colleges in Alberta?

Design of the Study

The research was exploratory in nature and focused on developing an understanding of the concept of faculty vitality and the factors which affect vitality. The literature review on faculty vitality and on organizational effectiveness provided an understanding of the indicators of faculty vitality and the factors which enhance or diminish faculty vitality.

The literature review discussed several definitions or indicators of faculty vitality but no agreed upon definition of the term was found. Clark et al. (1985:5) believe the concept of faculty vitality is a "primitive" concept and that there is value in exploring the concept to determine the "multidimensionality" of the concept which can "lead to more specific well-defined ideas." French et al. (1985:148-9) define ideation as "the formation or conception of ideas by the mind . . . it involves receiving the beginning of an idea and then processing it (and) . . . ultimate rejection, refinement, or elaboration."

From the literature review on faculty vitality a comprehensive list of indicators was prepared. This comprehensive list (Table 2) was synthesized and clustered into a summary of faculty vitality

indicators (Table 3). From the literature review on factors which enhance or diminish faculty vitality, a comprehensive list (Table 4) was synthesized into clusters of factors (Table 5) under the major headings of: (1) individual characteristics; (2) institutional characteristics; and (3) external environmental characteristics.

From the literature review on organizational effectiveness, a comprehensive list of indicators and factors which affect organizational effectiveness was prepared (Table 9). This list was compared to the lists presented on Tables 2 and 4 to determine any significant differences. The lists that were generated from the literature review were used to prepare questions for the survey instrument.

Preliminary interviews were used with knowledgeable individuals in four different colleges to determine the relevance of the study to Alberta colleges and to confirm the understanding of the concept of faculty vitality and the factors which affect vitality that had been generated from the literature review.

To determine the perception of faculty members about the concept of faculty vitality, a questionnaire method was used because it was possible to include a larger number of respondents than would have been possible by other methods.

Preliminary Interviews

Four semi-structured interviews were held with knowledgeable individuals at four Alberta colleges to determine the relevance of the study to faculty members and to administrators and to solicit perceptions of faculty vitality and the factors which affect vitality in

their institutions. Three faculty members and one senior administrator were interviewed.

After a general introduction of the researcher's experience and interests and the nature of the proposed study, the following two questions were asked:

(1) What is your understanding of or how would you describe faculty vitality?

(2) What factors do you believe affect the vitality of faculty in this institution?

The four people who were interviewed responded positively to the proposed study. Although the interviewees were hesitant in responding to the first question (perhaps believing there was a correct answer), once explanations were offered, many insightful definitions were proposed. The words most often used to describe vitality were full of energy and life, enthusiasm, interested, and involved in many activities.

The importance of these characteristics was felt by one respondent to be the fact that these characteristics could be "caught" by others in the institution. Another important consideration was that three respondents believed that vitality was cyclical and that faculty members who became involved in service to the institution became "used up" or "burned out" and retreated. Some faculty became involved again, but some did not.

In response to concerns about faculty vitality, three institutions had or were developing innovative faculty development programs. These programs included: faculty career changes, task changes,

business and community involvement, innovative projects, mentoring, leaves and sabbaticals, and early retirement options.

During discussions on factors which affect vitality, all respondents mentioned concerns about administrative leadership. One respondent believed administrators must be an example of vitality for the institution. Three of the respondents mentioned the effects of the administrative structure moving towards an authoritarian model and away from the collegial model with less opportunity for faculty involvement in the decision-making process. The excessive use of part-time faculty as a result of financial constraints was a concern in two institutions.

Faculty apathy, lack of involvement and signs of stress or "burnout" were concerns for three respondents, and two respondents were concerned about the growing number of older faculty members in their institutions. However, one respondent felt that age did not play a part in the productivity of faculty. One respondent felt faculty members had a stronger attachment to their academic discipline than to their institution. The commitment of faculty members to the teaching-learning process was another concern that was mentioned. It was perceived that faculty members may not understand the importance their "one" course made to the students' progress. Another respondent felt that the lack of autonomy of university transfer programs and the constraints imposed by the universities impeded the development or status of the college.

The interest in and the concern about faculty vitality that were expressed by the interviewees helped to confirm the need for a study

of faculty vitality in Alberta colleges. While the indicators of faculty vitality and the factors which affect vitality are specifically related to Alberta colleges at this time and to their specific structures and environments, they are similar to the general and specific factors found in the literature review.

INSTRUMENT DEVELOPMENT

The information that was obtained from the literature review, the preliminary interviews, and the conceptual framework was used in the design of a questionnaire to measure the respondents' perceptions of vitality and the factors which affect vitality. In addition, two recent studies, one by Clark and Corcoran (1985), and another by Bowen and Schuster (1986), were reviewed. These studies were conducted using qualitative approaches of interviews and case studies, but no studies using a questionnaire were found.

Clark and Corcoran used an interview guide to conduct an exploratory study of "individual and organizational conditions relating to faculty vitality," which included the following main divisions:
1. the decision to pursue an academic career; 2. graduate school dimensions of career socialization; 3. career stages and socialization as a faculty member; 4. work interests and preference orientations; 5. dimensions of productivity and success; 6. morale, satisfaction and perceptions of change; and 7. appraisals and future considerations.

The second recent study conducted by Bowen and Schuster reviewed the condition of the American professoriate. In conducting this study, Bowen and Schuster (1986:138) state that:

> It is the faculty's perceptions of their circumstances, however inconsonant these perceptions may be with the facts, which drive their responses to their environment, which determine how they behave and how they transmit the organization's culture to their colleagues, to their students, and to others. The faculty condition cannot be understood apart from the faculty's own perceptions of its condition.

In the Technical Report prepared by Jack H. Schuster, the Interview Guide was divided into the following main divisions: 1. faculty characteristics and attitudes; 2. the flow of faculty to and from academic; 3. monetary compensation and job security; 4. working conditions; and 5. summary concerning quality of faculty life.

Under Section 5, three questions addressed faculty vitality:

a. What in your opinion are the ingredients that create <u>faculty vitality</u>?

b. What specifically is being done at this institution to <u>facilitate</u> or <u>restore</u> faculty vitality?

c. What <u>should be done</u> at this institution to facilitate faculty vitality?

A questionnaire "The Academic Profession in Canada" prepared by Jos Lennards (1986), Department of Sociology, Glendon College, York University, was also reviewed to help in the preparation of, Part I, the demographic profile section of the questionnaire.

Survey Questionnaire

The questionnaire (Appendix A) that was designed for this study contained four main sections: Part 1, the demographic profile of the

respondents; Part 2, the respondent's perception of the indicators of faculty vitality; Part 3, the respondent's perceptions of the factors which affect faculty vitality; and Part 4, open-ended questions.

Part 1. Demographic Profile. The demographic profile consisted of 15 questions designed to obtain information about the gender, age, college position, education, academic discipline and department, teaching experience, and college involvement of the respondents. The data collected from Part 1 were used to answer research questions 3 and 4.

Part 2. Faculty Vitality Indicators. Using Table 3, in Chapter 2, Summary of Faculty Vitality Indicators, 33 statements were designed which related to these indicators of faculty vitality. Table 3 was reproduced as Table 10 with the addition of the corresponding numbers for each of the 33 statements used in this part of the questionnaire. To determine the respondents' degree of agreement with each statement, the following Likert scale was used: 1 - of no importance, 2 - of low importance, 3 - of medium importance, 4 - of high importance, and 5 - of extremely high importance. The data collected from Part 2 was used to answer research question 1.

Part 3. Factors Which Affect Vitality. Table 5, in Chapter 2, was used as a guide for the development of 63 statements related to the factors which affect vitality. Three major areas were covered: 1. Individual Characteristics, 2. Institutional Characteristics, and 3. External Environmental Characteristics. Table 5 was reproduced as Table 11 with the addition of the corresponding numbers for each of 63

TABLE 10

SUMMARY OF FACULTY VITALITY INDICATORS
AND QUESTION NUMBERS

Attitudes and Behaviors	Question Numbers
Individual Set of Values	
Attitude Towards:	
1. Work, Role of Faculty	39
- dedication to beliefs that require action	21
- sense of curiosity	24
- adventurous	44
2. Colleagues	
- sense of community and sponsorship	16, 48, 41
3. Institutions	
- commitment and attachment	32, 36
Productivity	
1. Effectiveness/Efficiency	22
- purposeful	30
- quality/quantity	17
- resourcefulness	34
- innovativeness/flexibility	42, 33
- evaluations/achievements workload, students, output	46, 28, 31
- capitalizing or strengths/maximizing effectiveness	27

TABLE 10

SUMMARY OF FACULTY VITALITY INDICATORS
AND QUESTION NUMBERS
(continued)

Attitudes and Behaviors	Question Numbers
Productivity	
2. Energy/Esprit	
- vigor/zest/physical drive	35, 23
- enthusiasm/enjoy	40, 38
- endurance	45
- care	19, 47
- risk failure	43
3. Career Development	
- growth/regeneration/re-creations/new life	25, 29, 20
- health	37
- fulfillment of individual	18, 26

TABLE 11

SUMMARY OF FACTORS WHICH AFFECT FACULTY VITALITY
AND QUESTION NUMBERS

Characteristics	Question Numbers
Personal	
1. Academic Discipline	49
2. Age	50
3. Position	51
4. Tenure	52
5. Status	53
6. Education	54
7. Work Experience	55, 56
8. Pursuit of Learning	57
9. Public Service	58
10. Family Demands	59
11. Outside Consulting	60
Institutional	
1. Student	
- ability	61
- enrolment	62
2. Department	63
3. Communication	64
4. Climate/Environment	
- trust and achievement	65
- sense of being rewarded	66
- sense of community	67
- encouragement by leadership	68
- intellectual freedom	69
- stimulation of colleagues	70
- intellectual atmosphere	71
- collegiality	72
- environmental and administrative support	73
- encourage risk taking	74
- fairness/equity	75

TABLE 11

SUMMARY OF FACTORS WHICH AFFECT FACULTY VITALITY
AND QUESTION NUMBERS
(continued)

Characteristics	Question Numbers
Institutional	
5. Personnel Policies	
- recruiting and hiring selection	76
- cutbacks	77
- professional development programs professional leaves professional recognition	78
- socialization	79
- promotion	80
- rewards	
- evaluations, teaching/learning quantity and quality of teaching	81
- part-time faculty	82
- ards	83
6. Working Conditions	
- reasonable workloads	84
- facilities - libraries, laboratories	85
7. Governance	
- shared governance	86
- administration/administrators	87
- governance and policies	88, 89
- institutional type and mission	90, 95, 96, 97, 98
- collegiality	72
8. Unions/Associations	91
- contracts	92
- compensation	93
- bargaining process	94
External Environmental	
1. External agencies and employers	99, 101, 103, 104, 105 106, 107, 108
2. Changing demographic and economic conditions	100, 102 109, 110

statements used in this part of the questionnaire. To determine the respondent's degree of agreement with each statement the following Likert scale was used: 1 - no effect or not applicable, 2 - little effect, 3 - medium effect, 4 - high effect, and 5 - very high effect.

Additional questions were developed in Part 3 to include items specific to Alberta colleges and the present economic conditions. The data collected from Part 3 were used to answer research question 2. Three salient factors derived from the literature on organizational effectiveness were included as question number 88, governance; number 97, age of the college; and number 98, ability to acquire resources.

Part 4. Open-ended Questions. In order to provide the respondents with the opportunity to express personal opinions about faculty vitality, and to provide data used to answer research questions 5 to 8, there were four open-ended questions as follows:

1. What in your opinion are the ingredients that enhance faculty vitality? List the five most important ingredients in order of importance.
2. What in your opinion are the ingredients that diminish faculty vitality? List five ingredients in order of importance.
3. What specifically is being done at your college to facilitate or restore faculty vitality?
4. What in your opinion should be done at your college to facilitate faculty vitality?

Panel of Experts

The initial draft of the instrument was prepared by the researcher. This questionnaire was subjected to a pre-application examination

by a panel of seven individuals in Alberta colleges and universities who were familiar with the role of faculty members in Alberta colleges. Each panel member was asked to judge the items as to whether they measured what they were intended to measure. These panel members were requested to rate each item on a scale from 1 to 8 for appropriateness and clarity. Each question that did not receive a mean of 6 and/or showed more than one "no coded response" was closely evaluated and appropriate changes were made. Written comments on the questionnaire helped make any necessary changes.

The second draft of the questionnaire was prepared by the researcher after this review.

Pilot Study

A pilot study was conducted in a British Columbia community college, similar in structure to the ten Alberta colleges in the study. The second draft of the questionnaire was administered to 24 instructors in the B.C. college.

The data gathered in the pilot study were analyzed to provide descriptive statistics of central tendency and variability. The number of questionnaires was too small to perform a factor analysis. All written comments were reviewed. Only minor editorial changes were made to the questionnaire. The respondents were asked to record the length of time it took to complete the questionnaire; the average time was 43 minutes with a range of 15 minutes to 2 hours.

RESEARCH METHODOLOGY

Selection of Respondents

The study involved the administration of the questionnaire to a twenty percent random sample of full-time faculty members in ten public community or regional colleges in Alberta. The study population included all full-time faculty members who were either full-time instructors or who taught part-time and had part-time administrative duties. Each college was asked to provide a 1986/87 list of full-time faculty members from which a twenty percent random sample was selected.

Anonymity was assured on the questionnaires, although questionnaires were numbered for follow-up purposes only.

Permission to Conduct the Study

Letters were sent to the president of each of the ten colleges requesting permission to administer the questionnaire. In addition, a covering letter and a copy of the letters that were sent to the college presidents were sent to each president of the Academic Staff Association at each college. The covering letter included a brief description of the study and a request for a 1986/87 list of all full-time faculty members. Permission to administer the questionnaire was received from each of the ten colleges, some in writing, some in person, and some through follow-up telephone calls.

A request was also sent to the Executive of the Alberta Colleges and Institutes Faculties Association asking for the endorsement of the study. However, while general support was provided, formal

recognition was not obtained because this association did not have a formal directive from the general membership to evaluate such a request.

Copies of all letters are included as Appendix B.

Analysis of the Data

The data gathered by the survey questionnaire were compiled to provide descriptive statistics of central tendency, variability and correlations. Using factor analysis as a tool, a rotated factor matrix generated clusters of items with a high correlation. These clusters constitute the dimensions of faculty vitality and the dimensions of the factors which affect faculty vitality.

The information gathered by the open-ended questions in Part 4 was examined by content analysis, calculating frequency of responses for each content area.

As indicated to the respondents through interviews and correspondence, no data compilations were made by individual colleges, nor were any comparisons made among the ten colleges that participated in the study. The survey data were treated as a composite of the total sample. Confidentiality and anonymity for both the individual and the institution were maintained throughout the presentation and discussion of the findings of this study.

SUMMARY

This chapter included a discussion of the research design, the development of the questionnaire and validation, and the research methodology. A copy of the questionnaire is included as Appendix A.

CHAPTER 4

FINDINGS AND ANALYSIS OF THE DATA

A description of the findings from the analysis of the data and a discussion of the findings are presented in this chapter. The first section contains a description of the sample and the demographic profile of that sample.

The second section describes the perception of the respondents to the faculty vitality indicators, and the third section describes the perception of the respondents to the factors which affect faculty vitality. Answers to the four open-ended questions are presented in the fourth section of the chapter. The final section presents the analysis of data.

DEMOGRAPHIC PROFILE

Sample

The sample was randomly drawn from lists of full-time faculty members in 10 public colleges in Alberta. Faculty lists were obtained from four colleges which responded to the request for a current academic staff list. The lists for the other six colleges were taken from current academic calendars. A questionnaire and covering letter were sent to a random selection of 20 percent of the faculty members from each list, inviting them to participate in the study. A copy of the letter is included with the questionnaire in Appendix A.

The sampling frame yielded a total of 290 names. Through follow-up by telephone and personal contact with key individuals in

each institution and by counting the returned unopened envelopes, it was determined that 52 faculty members on the sample list were no longer eligible respondents because these individuals had left the college, moved into a full-time administrative position, were only part-time, retired, on sabbatical, or on leave. Therefore, the sample contact list was reduced to 238. From this number, 150 usable questionnaires were returned, representing a 63 percent return. While this percentage may be considered low, Babbie (cited in Best, 1986:178) believes that a return of 50 to 60 percent is adequate in survey research.

Part I of the questionnaire contained 15 questions that were designed to provide a demographic profile of the respondents. Table 12 provides data on the personal characteristics of the respondents.

Personal Characteristics

The majority of the respondents were male (60.4%) and the largest number (22.7%) were in the 36 to 40 age group. Seventy-five percent had more than four years of university training. In the other category the respondents indicated two undergraduate degrees, associate diploma from another country or specific degrees.

College Position

Table 13 provides information about the college position held by the respondents. About one-half (51.7%) of the respondents were full-time faculty members, sixty-five percent held a tenured position, and an additional five percent were on a tenure stream.

TABLE 12

PERSONAL CHARACTERISTICS OF RESPONDENTS
(N=150)

Variable	Category	f	%
Gender	Male	90	60.4
	Female	59	39.6
	Missing	1	
Age	25 and under	0	
	26 to 30	11	7.3
	31 to 35	24	16.0
	36 to 40	34	22.7
	41 to 45	29	19.3
	46 to 50	24	16.0
	51 to 55	10	6.7
	56 to 60	13	8.7
	61 and over	5	3.3
Highest Educational Level	High school diploma	1	.7
	1-2 Year college certificate/diploma	3	2.0
	2-3 year technical certificate	2	1.3
	Trade/journeyman's ticket	17	11.3
	3-4 year baccalaureate	14	9.3
	Bachelor's degree plus 1 year	22	14.7
	Master's degree	53	35.3
	Master's degree plus 1 year	8	5.3
	Two master's degrees	6	4.0
	Doctoral degree	15	10.0
	Other	11	6.0

TABLE 13

COLLEGE POSITION (N=150)

Variable	Category	f	%
Present Position	Full-time faculty	77	51.7
	Full-time faculty with administrative assignment less than 1/3	38	25.5
	Full-time faculty with administrative assignment greater than 1/3	18	12.1
	Other	16	10.7
	No Answer	1	
Position Category	Tenure	97	65.1
	Tenure Stream	8	5.4
	Continuing Appointment	29	19.5
	Sessional	12	8.1
	Other	3	2.0
	No answer	1	
Length of Tenure	Less than 5 years	36	34.6
	5 to 10 years ago	30	28.8
	11 to 15 years ago	20	19.2
	16 to 20 years ago	12	11.5
	21 or more years ago	6	5.8
	No answer	15	
	No tenure positions	31	

Academic Assignments

Table 14 portrays the specific academic assignments held by the respondents. The two largest categories, career and vocational certificate and diploma programs (55.4%) and university transfer programs (18.9%) were further broken down into specific teaching areas. The career and vocational category was further divided into specific programs. The three largest samples were from business and business related (31.8%), industrial, technical, agricultural (23.5%),

and health and health related (15.3%). In the university category, the largest major area of teaching was in arts (43.3%).

Only four respondents reported their present positions were not related to their training or education, and sixteen percent reported their present positions were partially related to their training or education. The size of the respondents' departments were small, with sixty percent reporting 10 or fewer faculty members in their departments. Thirty-five percent of the departments reported one to three part-time faculty members.

Teaching Experience

Table 15 presents the years of teaching experience at the present college as well as total years postsecondary teaching experience. The largest number (30.7%) of respondents had been at their present college for three to seven years, and eight percent had been at their present college for more than 20 years.

TABLE 14

ACADEMIC ASSIGNMENTS (N=150)

Variable	Category	f	%
Major Area of Teaching Assignment	Academic Preparation	8	5.4
	Academic Support Program	9	6.1
	*Career/Vocation Certificate/Diploma	82	55.4
	**University Transfer	28	18.9
	Support Services	11	7.4
	Other	10	6.8
	(No Answer	2)	

TABLE 14

ACADEMIC ASSIGNMENTS
(Continued)

Variable	Category	f	%
*Career/Vocational Area	Business/Business Related	27	31.8
	Music/Fine Arts	1	1.2
	Health/Health Related	13	15.3
	Industrial Technical	20	23.5
	Agricultural/ Agricultural Related	5	5.9
	Early Childhood	2	2.4
	Social Work/Related	5	5.9
	Other	12	14.1
**University Transfer Area	Faculty Arts	13	43.3
	Faculty Business/Law	2	6.7
	Dentistry/Medicine	1	3.3
	Faculty Education	1	3.3
	Faculty Nursing	1	3.3
	Faculty Physical Education/Recreation	4	13.3
	Faculty Science	6	20.0
	Other	2	6.7
Relationship to Training	Completely related	118	78.7
	Partially related	24	16.0
	Not related	4	2.7
	No answer	4	
Full-time faculty members in departments	Less than 5	42	28.0
	5 to 10	50	33.3
	11 to 15	30	20.0
	16 to 20	13	8.7
	21 to 25	5	3.3
	26 to 30	6	4.0
	31 and over	3	2.0
	No answer	1	
Part-time faculty members in departments	none	27	18.0
	1 to 3	53	35.3
	4 to 6	25	16.7
	7 to 9	14	9.3
	10 to 12	11	7.3
	13 to 15	7	4.7
	16 or more	9	6.0
	No answer	4	

TABLE 15

TEACHING EXPERIENCE (N=150)

Variable	Category	f	%
Years in present college	Less than 3 years	24	16.0
	3 to 7 years	46	30.7
	8 to 11 years	28	18.7
	12 to 15 years	25	16.7
	16 to 19 years	13	8.7
	20 or more years	12	8.0
	(No answer	2)	
Total years post-secondary teaching	Less than 3 years	21	14.0
	3 to 7 years	40	26.7
	8 to 11 years	23	15.3
	12 to 15 years	30	20.0
	16 to 19 years	19	12.7
	20 or more years	16	10.7
	(No answer	1)	

College Involvement

Table 16 shows the past and present involvement of the respondents in college activities. Eleven activities were identified as possible areas where faculty members would normally participate. The respondents in this study indicated a high degree of involvement in college activities in both the present and the past.

The results indicated that in three activities there has been an increase in the numbers: 1. attend and participate in department meetings (92.7%); 2. serve on department committees (78.7%); and 8. spend two or more hours per week outside of classes helping students with academic problems (68.7%). Under number 11, the additional activities that were mentioned included: 1. activities

TABLE 16

COLLEGE INVOLVEMENT

Activity	Present f	Present %	Past f	Past %
1. Attend and participate in department meetings	139	92.7	125	83.3
2. Serve on department committees	118	78.7	115	76.7
3. A member of Academic Council	16	10.7	47	31.3
4. A member of a college-wide committee	69	46.0	86	57.3
5. Attend regularly (50% or more) the Academic Staff Association meetings	91	60.7	103	68.7
6. Attend regularly (50% or more) Academic Staff Association functions	63	42.0	70	46.7
7. Executive member of the Academic Staff Association	20	13.3	48	32.0
8. Spend two or more hours per week outside of classes helping students with academic problems	103	68.7	101	67.3
9. Spend two or more hours per week working with students on college activities - sports, clubs, etc.	25	16.7	45	30.0
10. Attend regularly (50% or more) professional growth seminars, workshops, etc.	83	55.3	93	62.0
11. Actively involved in other college-wide activities (please specify)	35	23.3	31	20.7

that helped to promote the college, i.e., high school visitations recruitment, fundraising, open house, fairs; 2. activities that facilitated continuing education, i.e., non-credit evening and week-end courses, seminars, workshops, conferences; and 3. activities involving provincial associations, i.e., Alberta Colleges and Institutes Faculties Association (ACIFA) Executive and Professional Development Committee. Two respondents indicated serving as faculty members on board of governors. Specific college-wide committees, included convocation, registration, budgeting, timetabling, faculty development, social, and C.A.I. design.

In seven areas, the respondents indicated greater involvement in the past than at the present. The two with the largest percentage drop were: 3. a member of Academic Council; and 7. executive member of the Academic Staff Association.

FACULTY VITALITY DIMENSIONS

The 33 statements contained in Part 2 of the questionnaire were factor analyzed using varimax rotation to answer research question number one:

1. **What are the perceived dimensions of faculty vitality in public colleges of Alberta?**

The purpose of this analysis was to explore the data for patterns of relationship in order to describe the data by a smaller set of factors which serve as faculty vitality dimensions.

After considering the amount of gain between the various solutions and the number of items that would be omitted based on the criteria that were used, a five factor solution was selected. Items

were considered to contribute to the meaning of a factor if they satisfied the following generally accepted criteria for this type of research:

1. Items loading on a factor should be greater than or equal to 0.40.

2. An item should load decisively on one factor only. If an item loaded above 0.40 on more than one factor, it was not used for the purposes of factor interpretation and was listed with the omitted items.

3. Items included in a factor should contribute logically to the meaning of the factor.

These five factors accounted for 59.5 percent of the total variance. The five factors were labelled: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization.

Professional Effectiveness

The items in this factor describe attitudes and behaviors which emphasize faculty members' professional role effectiveness. Three statements relate to positive interaction with students, the central component of the professional educator's role. The other four statements emphasize high standards of performance or expectations in the performance of role activities.

Positive Self-Motivation

The items in this factor describe physical or mental activities which demonstrate a positive attitude towards goals. There is physical drive, vigor, enthusiasm, endurance and growth in the achievement of objectives of the individual and the institution.

Attachment and Commitment

The items in Factor 3 describe attitudes and behaviors that demonstrate a sense of attachment and commitment to the college and its members. These items emphasize attachment and commitment to the college and its goals, and to other faculty members in developing a supportive community.

Seeking Challenge

The items in Factor 4 describe attitudes and behaviors which demonstrate the need for a challenging work environment. The culture of the organization should permit and/or encourage the risk of failure, and a sense of curiosity and adventure. As part of this challenge, a faculty member accepts a fair workload.

Self-Actualization

The three items which loaded on this factor relate to understanding and fulfilling the role of faculty members. The third statement addresses the need for physical well-being.

Each faculty vitality indicator with its respective loadings on the five factors is presented in Table 17. Items which were omitted are listed in Table 17 as well. Items 27, 31, 32, 44, and 48 loaded above 0.40 on more than one factor and item 38 did not load above 0.40 on any one factor.

Factor Mean Scores

The following Likert scale was used to solicit the respondents' perceptions of the importance of each statement as indicators of faculty vitality: 5, of extremely high importance; 4, of high importance; 3, of medium importance; 2, of low importance; and 1, of no importance/not applicable. The mean scores for the five factors are shown in Table 17 in parentheses. These means provide verification that the perceptions of the respondents indicates high importance of the five factors which have been indicated.

TABLE 17

VARIMAX FACTOR ANALYSIS FOR

33 FACULTY VITALITY INDICATORS

Faculty Vitality Indicators	Factors and Factor Loadings 1	2	3	4	5
Faculty vitality is indicated by a faculty member					
Factor 1 (Mean Score = 4.27)					
Professional Effectiveness					
33. establishing communication with students	.781	.122	.094	.190	.197
17. capitalizing on his/her own strengths	.671	.240	.020	.251	.074
42. showing empathy for students	.642	.061	.178	.335	.281
29. showing resourcefulness in achieving objectives	.635	.312	.309	.134	.171
28. demonstrating quality outcomes	.621	.355	.233	.062	-.020
21. being dedicated to helping students	.604	.107	.386	.259	-.062
30. being innovative in achieving objectives	.549	.377	.197	.221	.223

TABLE 17

VARIMAX FACTOR ANALYSIS FOR

33 FACULTY VITALITY INDICATORS
(Continued)

Faculty Vitality Indicators	Factors and Factor Loadings				
	1	2	3	4	5
Factor 2 (Mean Score = 3.98)					
Positive Self-Motivation					
36. displaying physical drive in fulfilling commitments	.079	.823	.066	.103	.110
37. showing enthusiasm in fulfilling commitments	.160	.746	.225	.278	-.082
35. showing vigor in achievement of objectives	.153	.730	.056	.102	.307
46. demonstrating positive mental outlooks	.228	.634	.243	.166	.308
39. demonstrating endurance over time	.235	.497	.169	.342	-.041
26. engaging in purposeful activities	.332	.458	.200	.191	.103
16. being dedicated to beliefs that require action	.237	.405	.210	.301	.207
43. demonstrating growth in his/her careers	.325	.403	.095	.321	.189

TABLE 17

VARIMAX FACTOR ANALYSIS FOR

33 FACULTY VITALITY INDICATORS
(Continued)

Faculty Vitality Indicators	Factors and Factor Loadings 1	2	3	4	5
Factor 3 (Mean Score = 3.84)					
Attachment and Commitment					
25. having a sense of attachment to the college	.154	.237	.813	-.010	.380
24. being committed to the college's goals	.172	.237	.807	-.087	.090
22. believing in developing a sense of community	.165	.088	.597	.310	.303
23. believing in helping colleagues	.231	-.028	.593	.398	.313
41. showing consideration for other faculty members	.353	.089	.516	.374	.271
Factor 4 (Mean Score = 3.91)					
Seeking Challenge					
19. sustaining a sense of curiosity	.274	.233	-.018	.771	.114
20. having an adventurous attitude	.125	.321	.127	.749	-.033
40. risking failure in the achievement of goals	.212	.202	.073	.589	.192
34. accepting a fair workload	.277	.131	.256	.491	.135

TABLE 17

VARIMAX FACTOR ANALYSIS FOR

33 FACULTY VITALITY INDICATORS
(Continued)

Faculty Vitality Indicators	Factors and Factor Loadings				
	1	2	3	4	5
Factor 5 (Mean Score = 4.01)					
Self-Actualization					
45. sustaining physical well being	.198	.366	.284	-.001	.630
47. striving for self-fulfillment	.373	.377	.181	.148	.620
18. striving to understand his/her roles	.361	.066	.150	.292	.524

TABLE 17

VARIMAX FACTOR ANALYSIS FOR

33 FACULTY VITALITY INDICATORS
(Continued)

Faculty Vitality Indicators	Factors and Factor Loadings 1	2	3	4	5
Omitted Items					
27. striving to maximize effective productivity	.479	.351	.478	.119	.161
31. demonstrating flexibility in achieving his/her objectives	.490	.133	.159	.435	.279
32. participating in performance evaluations	.163	.142	.540	.092	.422
38. exhibiting enjoyment in daily tasks	.241	.379	.359	.281	-.257
44. showing the ability of self-regeneration	.332	.446	-.000	.445	.229
48. participating in faculty development programs	-.080	.054	.470	.293	.549
Percentage of Common Variance	24.3	22.9	20.3	18.5	13.9

FACTORS WHICH AFFECT FACULTY VITALITY

The 63 statements contained in Part 3 of the questionnaire were factor analyzed using varimax rotation to answer research question number two:

2. What are the perceived factors which affect faculty vitality?

The purpose of this analysis was to explore the data for patterns of relationship in order to describe the data by a smaller set of factors which affect faculty vitality.

After considering the amount of gain between the various solutions and the number of items that would be omitted based on the criteria that were used, a five factor solution was selected. Items were considered to contribute to the meaning of a factor if they satisfied the following generally accepted criteria for this type of research:

1. Items loading on a factor should be greater than or equal to 0.40.
2. An item should load decisively on one factor only. If an item loaded above 0.40 on more than one factor, it was not used for the purposes of factor interpretation and is listed with the omitted items.
3. Items included in a factor should contribute logically to the meaning of the factor.

These five factors accounted for 50.2 percent of the total variance.

The five factors were labelled: organizational climate; external environment; working conditions; academic status; and external commitments.

Organizational Climate

The items in this factor describe conditions within the organization that affect faculty vitality. These items describe the organizational climate. There are three main areas in the organizational climate: colleagues, administration, and structure. In the colleagues category, the items refer to stimulating colleagues and the hiring of new faculty.

In the area of administration, the statements relate to the administrative style and the support and encouragement of faculty. Structure refers to the means of developing the philosophy and practice of collegiality, intellectual freedom, trust, communication, fairness, equity, recognition, participation, and workloads as well as support facilities.

External Environment

The items in this factor describe the economic conditions, the ability to acquire resources, and relationships with other postsecondary institutions. Also included in this factor are specific external considerations: student sponsoring agencies, local members of the the Legislative Assembly, the student population, the Federal Government, program advisory committees, and the status given to the college by the public.

Working Conditions

The items in this factor relate to specific working conditions dealing with the academic contract, the bargaining process, academic

staff association, salaries, and benefits. In addition there are items which relate to the structure of the organization which affect the working conditions: the official goals, academic council, use of part-time faculty members, and faculty cutbacks.

Academic Status

The items in this factor relate to the appointment held by a faculty member, the education, academic discipline, and the age of the faculty member. The academic appointments include tenured positions.

External Commitments

The items in this factor describe the involvement and commitment of faculty members to their families, the community, further education, and consulting activities. Also included in this factor is the number of years since the college began. These items relate to established norms for external commitments.

Each faculty vitality indicator with its respective loadings on the five factors is presented in Table 18. Items which were omitted are listed in Table 18 as well. Items 56, 61, 62, 63, 78, 79, 80, 81, and 83 did not load above 0.40 on any one factor. Items 88, 89, 103, 104, and 107 loaded above 0.40 on more than one factor.

Factor Mean Scores

The following Likert scale was used to solicit the respondents' perceptions of the extent to which each factor affects faculty vitality: 5, very high effect; 4, high effect; 3, medium effect; 2, little effect; and 1, no effect/not applicable. The mean scores

for the five factors are shown in Table 18 in parentheses. These means indicate that Organizational Climate is perceived to have a high effect on faculty vitality. Working Conditions, External Environment, Academic Status, and External Commitments are perceived to have a medium effect on vitality.

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY

Factors Which Affect Faculty Vitality	Factors and Factor Loadings				
	1	2	3	4	5
Faculty vitality is affected by					
Factor 1 (Mean Score = 4.06)					
Organizational Climate					
70. stimulating colleagues	.746	-.141	.021	.097	.189
65. the level of trust within a college	.726	.185	.138	.010	.137
71. the intellectual atmosphere of the college	.719	.056	-.019	.138	.146
87. the leadership style of the top level of administration	.701	.168	.304	-.013	.142
68. encouragement by the leadership of a college	.695	.219	.241	-.051	.182
64. the quality of communication within the college	.673	.179	.173	.020	.289
69. intellectual freedom	.669	-.093	.093	.153	-.024
72. the practice of collegiality within the college	.658	.083	.211	-.166	.226

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings				
	1	2	3	4	5
Factor 1					
Organizational Climate (Continued)					
75. fairness and equity in policies which affect faculty members	.627	.120	.369	.138	.085
73. administrative support of faculty	.626	.203	.160	.119	.081
85. support facilities (libraries, laboratories, etc.)	.610	.205	.251	.092	.008
86. degree of faculty involvement in the decision-making process	.579	.034	.331	-.047	.099
67. the sense of community within a college	.538	.196	.384	-.080	.374
66. formal recognition of faculty	.515	.286	.057	.099	.217
74. the encouragement of faculty members to take risks in achieving goals	.445	-.110	.106	.009	.334
84. present workloads of academic faculty members	.485	.223	.358	.148	-.148
76. the recruiting and selection practices of hiring new academic faculty members	.401	.305	.225	.207	.219

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings 1	2	3	4	5
Factor 2 (Mean Score = 2.83)					
External Environment					
102. unemployment within the province of Alberta	.100	.799	-.004	.093	.104
101. student sponsoring agencies	.014	.730	.007	.201	.168
111. local member(s) of the Legislative Assembly	.063	.728	.316	-.013	.153
100. the changing demographic profile of the student attending college	.119	.670	-.138	.209	.029
108. The Federal Government	.021	.657	.243	.208	-.002
105. other postsecondary educational institutions within the Province excluding universities	.086	.624	.277	.159	.195
110. the general economic climate of the province	.257	.601	.320	-.013	.228
99. the Alberta universities	.200	.596	-.011	-.018	.253
109. the location of the college within the province	.127	.591	.215	.182	.208
96. program advisory committees	.145	.533	.231	.162	.186
106. the status given to the college by the general public in the community	.312	.461	.208	.068	.379
98. the ability of the college to acquire resources	.356	.432	.268	.166	.160

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings				
	1	2	3	4	5
Factor 3 (Mean Score = 3.41)					
Working Conditions					
92. official academic contracts negotiated between academic associations and boards	.335	.239	.716	.136	.041
94. bargaining process of establishing the official contract	.362	.160	.694	.265	.051
91. academic staff associations	.190	.066	.643	.045	.236
90. the official goals of the college	.195	.135	.597	.059	.131
93. academic salaries and benefits	.369	.181	.579	.205	-.020
95. academic council	.075	.369	.485	-.029	.272
82. the use of part-time faculty members	.241	.227	.427	.137	.080
77. reduction of total faculty because of financial cutbacks	.364	.209	.419	.213	-.060

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings				
	1	2	3	4	5
Factor 4 (Mean Score = 2.84)					
Academic Status					
51. the official academic appointment held by a faculty member	.085	.094	.149	.765	.021
50. the age of the faculty member	-.178	.142	.039	.742	.091
52. academic tenure status	.080	-.062	.182	.713	-.049
55. the teaching experience of the faculty member	.229	.101	-.016	.630	.114
54. the educational level or preparation of the faculty member	.099	.116	-.042	.602	.193
49. the academic discipline to which the faculty member belongs	-.094	.251	.072	.531	.082
53. the status of the various academic appointments within the collective agreement	.083	.197	.215	.495	.256

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings 1	2	3	4	5
Factor 5 (Mean Score = 2.82)					
External Commitments					
58. participation in community activities	.192	.201	.217	.126	.639
59. a faculty member's commitment to his or her family	.172	.171	.051	.196	.637
60. a faculty member's experience in outside consulting activities	.181	.289	-.182	.133	.584
57. the faculty member's pursuit of further academic credentials	.250	.168	.055	.274	.488
97. the number of years since the college began	-.163	.254	.187	.281	.438
Omitted Items					
56. the work experience of the faculty member outside of teaching	.334	.338	.027	.228	.380
61. the academic ability of a faculty member's students	.329	.329	-.154	.397	.012
62. the number of students in a class	.367	.362	.109	.267	.061
63. the size of the department to which the faculty member belongs	.153	.294	.166	.294	.350

TABLE 18

VARIMAX FACTOR ANALYSIS FOR 63 FACTORS
WHICH AFFECT FACULTY VITALITY
(Continued)

Factors Which Affect Faculty Vitality	Factors and Factor Loadings 1	2	3	4	5
Omitted Items (continued)					
78. professional development programs	.364	-.007	.225	-.029	.366
79. socialization and/or orientation of new faculty members	.253	.114	.443	-.226	.463
80. the academic promotion policies within a college	.253	.260	.285	.231	.347
81. the evaluation of faculty members	.289	.227	.327	.298	.199
83. awards for faculty achievements	.270	.171	.112	.188	.396
88. the governance model used in the college	.516	.251	.482	.001	.200
89. the operational policies of a college	.466	.262	.502	-.034	.045
103. The Colleges Act	.115	.625	.416	.070	.059
104. the Department of Advanced Education	.230	.625	.450	.070	-.037
107. local member(s) of Parliament	-.084	.629	.411	.035	.127
Percentage of Common Variance	29.4	25.2	18.7	14.0	12.7

OPEN-ENDED QUESTIONS

To provide data to answer research questions five to eight, four questions in part four of the questionnaire requested the respondents to list in order of importance the five most important ingredients which enhance and diminish faculty vitality and to state what specifically is being done and should be done at their college to facilitate or restore faculty vitality.

One hundred and twenty-nine respondents out of a total of 150 answered all or part of this section of the questionnaire. Based on the commonalities among responses, the researcher intutitively separated out the responses into categories or clusters of categories and completed a frequency count. The data from the questions were analyzed separately and tables were prepared for each one.

5. What are the five most important ingredients that enhance faculty vitality in postsecondary colleges in Alberta?

Many of the respondents included more than one idea in each of the five priorities that were described. Where this occurred, each idea was separated out and counted separately. Table 19 presents five major categories and the frequencies in each category. The category that received the highest response frequency was the major category of working conditions, with a total of various aspects being mentioned 255 times. The second highest major category was recognition, appreciation, and support with a total of 100 responses. A total of 602 ingredients that enhance faculty vitality were identified.

TABLE 19

FREQUENCIES AND PRIORITY OF PERCEIVED INGREDIENTS THAT ENHANCE FACULTY VITALITY

Category	Frequency and Priority					
	1	2	3	4	5	Total
1. Working Conditions:						
- professional development	2	14	13	7	7	43
- sense of community/ collegiality	10	10	11	8	4	43
- workload	6	7	6	6	4	29
- academic freedom	11	6	6	4	1	28
- innovative assignments	5	7	4	1	2	19
- resources	-	5	6	3	5	19
- trust	4	3	4	3	-	14
- stimulating colleagues	2	4	4	2	-	12
- physical plant	-	1	7	4	-	12
- support services	1	1	-	2	7	11
- promotions/salary	-	2	2	3	3	10
- tenure/job security	5	1	1	1	2	10
- strong faculty associations	-	1	1	1	-	3
- other institutions	1	-	-	-	1	2
Total	47	62	65	45	36	255
2. Recognition, appreciation & support by:						
- general	8	12	11	10	6	47
- colleagues	6	3	7	8	6	30
- administration	2	7	3	1	5	18
- students	1	-	1	-	-	2
- family	2	-	-	-	1	3
Total	19	22	22	19	18	100

TABLE 19

FREQUENCIES AND PRIORITY OF PERCEIVED INGREDIENTS THAT ENHANCE FACULTY VITALITY (continued)

Category	Frequency and Priority 1	2	3	4	5	Total
3. Administration:						
- fair, honest, consistent	9	7	4	4	3	27
- decision-making process	8	5	3	5	5	26
- supportive	8	3	7	5	2	25
- leadership style	7	4	3	3	5	22
- communication	6	5	7	4	-	22
- Board of Governors	-	1	-	2	-	3
Total	38	25	24	23	15	125
4. Job Satisfaction:						
- students	4	12	4	7	6	33
- risk/innovation	4	4	8	4	3	23
- effectiveness	1	-	3	3	2	9
- subject	2	-	1	1	2	6
Total	11	16	16	15	13	71
5. Intrinsic Motivation:						
- commitment	7	3	4	2	1	17
- positive mental outlook	1	3	4	2	-	10
- dedication	3	-	3	-	-	6
- professionalism	-	1	2	4	-	6
- enthusiasm	2	2	1	-	-	5
- personal health	3	-	-	-	-	3
- confidence	1	-	1	-	-	2
- personal	2	-	-	-	-	2
Total	19	9	14	8	1	51
TOTAL	134	134	141	110	83	602

6. What are the five most important ingredients that diminish faculty vitality in postsecondary colleges in Alberta?

A total of 558 ingredients that diminish faculty vitality were identified. The response most frequently recorded related to inadequate or poor leadership and/or administration with 95 responses in this category. The second highest response category described various types of dysfunctional behavior on the part of faculty or administration. The third most frequently mentioned category related to too heavy a workload or an inappropriate work assignment. The five major categories and frequences are shown on Table 20.

7. What specifically is being done to faciliate or restore faculty vitality in postsecondary colleges in Alberta?

Four major categories were developed from 215 responses. The two categories of internal professional development activities and external professional development activities such as leaves, sabbaticals, etc. received 30 responses each. The next highest categories were recognition of faculty achievements and encouragement and support of individual faculty members with 19 responses each. The complete list of categories and frequencies are shown in Table 21.

TABLE 20

FREQUENCIES AND PRIORITY OF PERCEIVED INGREDIENTS THAT DIMINISH FACULTY VITALITY

Category	Frequency and Priority					
	1	2	3	4	5	Total
1. Working Conditions:						
- workload too heavy or inappropriate	18	15	15	9	7	64
- budget constraints, cutbacks	6	5	7	10	3	31
- poor physical working conditions	3	2	3	4	10	22
- lack of trust or mistrust	8	8	1	1	2	20
- low wages or job security	8	3	3	1	4	19
- lack of freedom/autonomy	4	1	3	3	1	12
- lack of collegiality	-	2	3	2	-	7
- location of college	-	1	1	-	-	2
- use of part-time faculty	-	1	-	-	1	2
Total	47	38	36	30	28	179
2. Recognition, appreciation & support:						
- dysfunctional behavior within the college	8	18	18	15	16	75
- lack of support or recognition	10	12	13	10	11	56
- lack of department cohesion or effectiveness	2	-	2	4	-	8
Total	20	30	33	29	27	139
3. Administration:						
- inadequate/poor leadership/administration	27	23	14	13	18	95
- lack of or poor communication	9	2	9	6	1	27
- no input into decision-making process	6	8	1	4	5	24
Total	42	33	24	23	24	146

TABLE 20

FREQUENCIES AND PRIORITY OF PERCEIVED INGREDIENTS THAT DIMINISH FACULTY VITALITY (continued)

Category	Frequency and Priority 1	2	3	4	5	Total
4. Job Satisfaction:						
- lack of opportunity for growth	3	7	8	5	5	28
- lack of support for creativity or innovation	4	2	5	3	2	16
- low motivation or ability of students	3	3	1	1	-	8
- lack of commitment to excellence	1	1	1	3	-	7
- reducing student enrollments	-	-	1	-	-	1
Total	11	13	16	12	8	60
5. Intrinsic Motivation:						
- low morale, motivation, ill health	10	7	7	2	8	34
Total	130	121	116	96	95	558

8. What should be done to facilitate faculty vitality in postsecondary colleges in Alberta?

Three major categories were developed from 244 responses. The category with the highest frequency of 30 was: provide the support needs of faculty. Twenty-nine responses were identified in the two categories of: need more effective administration and strive for better communication between faculty and administration. The 20 categories and the frequency of responses are shown in Table 22.

TABLE 21

FREQUENCIES OF PERCEIVED INGREDIENTS BEING USED TO FACILITATE OR RESTORE FACULTY VITALITY

Category		Frequency
1.	Nothing or very little.	31
2.	Working Conditions:	
	- internal professional development activities	30
	- external professional development activities	30
	- improved facilities	11
	- increased funding for professional development	6
	- creating or have professional development position	4
	- faculty evaluation	3
	- orientation of new faculty	2
	Total	86
3.	Recognition, appreciation and support:	
	- recognition of faculty achievement, contributions	19
	- encouragement and support of individual faculty members	19
	- committees established to access and improve faculty vitality	16
	- interdepartmental networking	8
	Total	62
4.	Administration:	
	- communication	15
	- participation of faculty in decisions	10
	- faculty association taking initiative	9
	- administrative accountability improved	2
	Total	36
TOTAL		215

TABLE 22

FREQUENCIES OF PERCEIVED MEANS
OF FACILITATING FACULTY VITALITY

Category	Frequency
1. Working Conditions:	
- provide the support needs of faculty	30
- improve workload assignments by being flexible and equitable	23
- increase or restore trust	10
- increase funds for programs and courses	10
- increase funds for professional development	8
- accountability, quality, excellence	7
- better program evaluations	6
- improve salaries/benefits/job security	4
- attract qualified/vital new faculty	4
- increase/improve facilities/resources	3
- increase permanent instructors	3
Total	108
2. Recognition, appreciation, and support:	
- increased recognition for achievements	14
- better communication and interaction among faculty members	14
- encourage planned career development	10
- faculty need to become more proactive	5
Total	43
3. Administration:	
- effective administration	29
- better communication between faculty and administration	29
- meaningful input into decisions	26
- remove/improve rules and meetings	5
- return to collegial model	4
Total	93
Total	244

ANALYSIS OF DATA

Appropriate analysis of variance tests were conducted to address research questions three and four:

3. To what extent is the perception of the dimensions of faculty vitality related to individual and demographic characteristics of faculty members?

4. To what extent is the perception of factors which affect faculty vitality related to individual and demographic characteristics of faculty members?

The individual and demographic data that were provided in Part 1 of the questionnaire and reported in Tables 12 to 16 were used as 12 independent variables. The data from Parts 2 and 3 of the questionnaire which were factor analyzed and reported in Tables 17 and 18 provided the 10 independent variables. A total of 120 analysis of variance tests were performed.

Independent Variables

The data that were collected from Part 1 of the questionnaire (Tables 12 to 16) were grouped as shown in Table 23 to provide 12 independent variables that were used in analysis of variance tests to answer research questions three and four. In order to calculate analysis of variance tests for college involvement (Table 16), the present college involvement responses were totalled for each individual and grouped as shown in Table 23. The 12 independent variables were: gender, age, education, present position, position category, length of tenure, major assignment, full-time faculty members in department, relationship to training, part-time faculty, teaching experience, and college involvement.

TABLE 23

GROUPING OF

DEMOGRAPHIC INDEPENDENT VARIABLES

VARIABLES	CATEGORY GROUPS		f
TABLE 12			
1. Gender	1.	Male	90
	2.	Female	59
2. Age	1.	under 40	69
	2.	41 - 50	53
3. Education	1.	High School Diploma College/Technical Cert./Dip. Trade/Journeyman's ticket	23
	2.	Baccalaureate & Baccalaureate & one year	36
	3.	Master's Degree	53
	4.	More than Master's Degree	29
TABLE 13			
4. Present Position	1.	Full-time instructor	77
	2.	Full-time instructor plus 1/3 or less administrative assignment	38
	3.	Full-time instructor plus more than 1/3 administrative assignment	18
5. Position Category	1.	Tenure & Tenure Stream	105
	2.	Others	44
6. Length of Tenure	1.	Less than 5 years	36
	2.	5 to 10 years ago	30
	3.	11 to 15 years ago	20
	4.	16 years and longer	18
TABLE 14			
7. Major Assignment	1.	Academic Preparation & Academic Support	17
	2.	Career/Vocational Certificate/Diploma	82

TABLE 23

GROUPING OF
DEMOGRAPHIC INDEPENDENT VARIABLES
(continued)

VARIABLES	CATEGORY GROUPS	f
	3. University Transfer	28
	4. Support Services	11
8. Full-time faculty members in Department	1. Less than 5	42
	2. 5 to 10	50
	3. 11 to 15	30
	4. 16 and more	27
9. Relationship to Training	1. Completely related	118
	2. Partially or not related	28
10. Part-time faculty	1. none	27
	2. 1 to 3	53
	3. 4 to 6	25
	4. 7 and over	41
TABLE 15		
11. Teaching Experience	1. Less than 3 years	24
	2. 3 to 7 years	46
	3. 8 to 11 years	28
	4. 12 to 15 years	25
	5. 16 and more	25
TABLE 16		
12. College Involvement	1. two or less activities	13
	2. three activities	21
	3. four activities	24
	4. five activities	25
	5. six activities	26
	6. seven activities	25
	7. eight or more activities	16

Dependent Variables

The data from Part 2 of the questionnaire were factor analyzed and reported in Table 17. The five factors that were selected depict the five dimensions of faculty vitality and were labelled: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization.

The data from Part 3 of the questionnaire were factor analyzed and reported in Table 18. The five factors that were selected depict the five dimensions of factors which affect faculty vitality and were labelled: organizational climate, external environment, working conditions, academic status, and external commitments. These ten factors were used as the dependent variables in the analysis of variance tests.

Findings

A total of 120 t-tests or F tests were conducted comparing all of independent variables to all of the dependent variables. There was positive congruence across independent variables. The perceptions of the respondents to the questionnaire were consistent regardless of personal or demographic differences. Only three analysis of variance tests resulted in significant findings. Two findings related to research question number three, faculty vitality indicators; and one related to research question number four, factors which affect faculty vitality.

Dimensions of Faculty Vitality. Two significant differences were related to gender. Female respondents' perceptions differed significantly from male respondents' perception on the importance of positive

self-motivation (Factor 2) and seeking challenge (Factor 4). The female respondents perceived these factors to be of higher importance as an indicator of faculty vitality than did male respondents as shown on Table 24.

TABLE 24

DIFFERENCES IN PERCEPTION OF FACULTY VITALITY INDICATORS BY INDEPENDENT VARIABLES

Factor	Variables	N	Mean	S.D.	t	Probability
Positive Self-Motivation	Female	59	4.13	0.60	-2.35	0.02
	Male	90	3.87	0.71		
Seeking Challenge	Female	59	4.11	0.60	-2.94	0.004
	Male	90	3.76	0.84		

Factors Which Affect Faculty Vitality. One significant difference was related to tenure. The tenured respondents' perceptions differed significantly from the other respondents' perceptions on the importance of organizational climate (Factor 1) as a factor which affect faculty vitality.

The tenured group had been at their institutions longer and seemed to be more aware of changing organizational climate and its effect on faculty. Tenured faculty viewed organizational climate as a more important factor affecting faculty vitality than did non-tenured colleagues as shown on Table 25.

TABLE 25

DIFFERENCES IN PERCEPTION OF FACTORS
WHICH AFFECT FACULTY VITALITY
BY INDEPENDENT VARIABLES

Factor	Variable	N	Mean	S.D.	t	Probability
Organizational Climate	Tenured	105	4.14	0.53	2.06	0.04
	Others	44	3.87	0.81		

SUMMARY

This chapter provided a description and analysis of the data which were collected using the questionnaire. The first part of the questionnaire collected the demographic information which was presented and discussed in the first section under six headings: sample, personal characteristics, college position, academic assignments, teaching experience, and college involvement.

The second section presented and discussed the information collected in Part 2 of the questionnaire regarding the perceptions of the respondents as to the indicators of faculty vitality. The data were factor analyzed and five dimensions were selected and labelled as follows: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization.

The third section presented and discussed the information collected in Part 3 of the questionnaire regarding the perception of the respondents as to the factors which affect faculty vitality. The data were factor analyzed and five factors were selected and

labelled: organizational climate, external environment, working conditions, academic status, and external commitments.

The fourth section presented and discussed the information received from the four open-ended questions contained in the last section of the questionnaire. This section solicited the perceptions of the respondents as to what enhances or diminishes faculty vitality and what is being done or should be done in their colleges to facilitate or restore faculty vitality.

The final section presented the results of the analysis of variance tests performed in order to answer research questions three and four. The independent variables were selected from the information presented in the first section of this chapter and the dependent variables were selected from the information presented in the second and third sections. Only three out of 120 analysis of variance tests were found to be significant.

The final chapter summarizes the study and findings, presents the conclusions about faculty vitality and the factors which affect vitality, and suggests a number of implications.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

INTRODUCTION

The purpose of this chapter is to summarize the study, draw some general conclusions about the concept of faculty vitality and factors that affect vitality, and suggest implications for practice and further research. The summary section of this chapter reviews the purpose of the study, design of the study, instrument development, selection of respondents, and analysis of the data. The major findings are presented as they relate to the eight questions that were used to guide the study. In the conclusions, the findings of this study are compared with related literature on the concept of faculty vitality, the factors that affect faculty vitality, and improving faculty vitality. The implications include suggestions derived from this study for government and Department of Advanced Education; boards of governors and college administration; and faculty. Some proposals for further research are also provided.

SUMMARY OF THE STUDY

This section presents a review of the purpose of the study, the design of the study, instrument development, selection of respondents, data analysis, and findings of the study.

Purpose of the Study

The purpose of this study was to develop an understanding of the concept of faculty vitality and to identify the factors that affect

vitality as perceived by individual faculty members in Alberta colleges. The following eight questions guided the study:

1. What are the perceived dimensions of faculty vitality in the public colleges of Alberta?

2. What are the perceived factors which affect faculty vitality?

3. To what extent is the perception of the dimensions of faculty vitality related to individual and demographic characteristics of faculty members?

4. To what extent is the perception of factors which affect faculty vitality related to individual and demographic characteristics of faculty members?

5. What are the five most important ingredients that enhance faculty vitality in postsecondary colleges in Alberta?

6. What are the five most important ingredients that diminish faculty vitality in postsecondary colleges in Alberta?

7. What specifically is being done to facilitate or restore faculty vitality in postsecondary colleges in Alberta?

8. What should be done to facilitate faculty vitality in postsecondary colleges in Alberta?

The Design of the Study

The research was exploratory in nature. The literature review on faculty vitality provided comprehensive lists of indicators of faculty vitality and factors which affect vitality. These two lists were summarized and used to prepare the conceptual framework and to guide in the preparation of the questionnaire. Four preliminary interviews held with individuals at four different Alberta colleges helped to clarify their understanding of the concept and the relevance of the study to Alberta colleges.

Instrument Development

The information that was obtained from the literature review, the conceptual framework, and the preliminary interviews was used in the design of the survey questionnaire. The questionnaire consisted of four parts: part one contained questions designed to determine the demographic profile of the respondents; parts two and three solicited the perceptions of the respondents as to the indicators of faculty vitality, and the factors which affect vitality; and part four contained four open-ended questions to determine what enhances or diminishes faculty vitality, and what is or what should be done to facilitate or restore faculty vitality.

The initial draft of the questionnaire was reviewed by a panel of seven, and appropriate revisions were made. The revised questionnaire was used in a pilot study in a British Columbia community college. Descriptive statistics were prepared from the pilot study, and the average length of time needed to complete the questionnaire was noted. Appropriate revisions were made for the final preparation of the survey questionnaire.

Selection of Respondents

Permission to conduct the study was requested and received from the presidents of the ten Alberta colleges selected for the study. The presidents of the faculty associations were also informed of these requests. A twenty percent random sample of each college's full-time faculty were mailed a covering letter and questionnaire. Anonymity was assured and the questionnaires were numbered for follow-up purposes.

Analysis of the Data

The original 20 percent random sample of respondents of 290 names was reduced to 238. Fifty-two respondents were eliminated by follow-up telephone calls and by counting unopened envelopes. One hundred and fifty usable questionnaires were returned, representing a 63 percent return. The data gathered by the survey questionnaire were compiled to provide descriptive statistics of central tendency, variability, and correlations. The data gathered for Part 2, indicators of faculty vitality, and Part 3, factors which affect vitality, were factor analyzed using a rotated factor matrix. The information gathered by the open-ended questions in Part 4 was examined by content analysis, and frequency of responses for each content area were calculated. Appropriate tables were prepared to present the findings. Confidentiality and anonymity were maintained for both the individual respondents and the institutions involved in the study.

FINDINGS

The questions used to guide the study are restated below and followed by brief summaries of the findings related to each question are presented.

Faculty Vitality Dimensions

1. **What are the perceived dimensions of faculty vitality in the public colleges of Alberta?**

The indicators of faculty vitality which were determined from the literature review were used to design the questions for part two of the questionnaire. The data were factor analyzed and the following five dimensions were identified to describe the concept of faculty vitality:

professional effectiveness, relates to a faculty member being student-oriented and goal-directed; positive self-motivation, relates to positive mental attitudes and behaviors; attachment and commitment, shows a faculty member relating positively towards the institution, its goals and members; seeking challenge, relates to a faculty member's commitment to the improvement of the faculty member's role; self-actualization, demonstrates a faculty member's commitment of striving to reach his/her potential.

Factors Which Affect Faculty Vitality

2. What are the perceived factors which affect faculty vitality?

The factors which affect faculty vitality that were determined from the literature review were used to design the questions for part three of the questionnaire. The data received from part three of the questionnaire were factor analyzed and the following five factors that affect faculty vitality were identified: organizational climate, contains three main areas (colleagues, administration, and structure) and refers to the organizational culture and climate; external environment, refers to economic and political conditions; working conditions, refers to salaries, benefits, policies, and procedures; academic status, refers to positions held, and an individual's education and characteristics; and external commitment, refers to individual life styles.

3. To what extent is the perception of the dimensions of faculty vitality related to individual and demographic characteristics of faculty members?

In the analysis of variance, male and female respondents' perceptions differed significantly on two factors. Female respondents perceived Factor 2, positive self-motivation; and Factor 4, seeking challenge, to be of more importance than did the male respondents. No other individual or demographic characteristic were significant.

4. To what extent is the perception of factors which affect faculty vitality related to individual and demographic characteristics of faculty members?

In the analysis of variance, tenured and others differed significantly. Tenured respondents perceived Factor 1, organizational climate, to be more important than did the other group. No other individual or demographic characteristics were significant.

Open-ended Questions

5. What are the five most important ingredients that enhance faculty vitality in postsecondary colleges in Alberta?

6. What are the five most important ingredients that diminish faculty vitality in postsecondary colleges in Alberta?

7. What specifically is being done to facilitate or restore faculty vitality in postsecondary colleges in Alberta?

8. What should be done to facilitate faculty vitality in postsecondary colleges in Alberta?

Open-ended questions were designed to solicit data to answer research questions five to eight. The frequency count and determination of categories from the responses to the first two of the four open-ended questions provided additional information with regard to the factors which affect faculty vitality. The five major categories which were perceived to enhance or diminish faculty vitality were: 1. working conditions, 2. recognition, appreciation, and support; 3.

administration; 4. job satisfaction; and 5. intrinsic motivation. The items listed in Table 19 were compared to the items contained in the five factors in Table 18. While many of the items appeared to be similar to those listed in Table 18, some items were not contained in both lists. One major item in Table 19 which was omitted in Table 18 was professional development. In Table 19, category 5, intrinsic motivation, relates to items contained in Table 17, indicators of faculty vitality.

A comparison of the items contained in each category in Table 19 with each item contained in each category in Table 20 revealed many similarities within the categories, however, frequency and priority were different from Table 19 "enhance" to Table 20 "diminish." The items that diminish faculty vitality were expressed in negative terms.

In response to question three regarding what was being done to facilitate or restore faculty vitality, four major categories were identified: 1. nothing or very little; 2. working conditions; 3. recognition, appreciation, and support; and 4. administration. While there were 31 responses in category one, there were 86, 62, and 36, respectively, in the other three categories. Professional development was perceived to be the major strategy used for facilitating or restoring faculty vitality.

In response to question four as to what should be done to restore or facilitate faculty vitality, three categories, shown in Table 22, were identified: 1. working conditions; 2. recognition, appreciation, and support; and 3. administration. Under category number one, the single items, provide the support needs of faculty, effective

administration, and better communication between faculty and administration received the highest responses.

By comparing the items and frequency of responses between Table 21 and Table 22, there appears to be some discrepancy between what is being done and what should be done to facilitate faculty vitality. Thirty-one respondents perceived that nothing was being done at their institutions to facilitate or restore faculty vitality while others perceived major efforts were made in the area of faculty development. However, faculty perceived more effort should be made to improve working conditions in the areas of support needs, workload assignments, trust, and resources. In the category of recognition, appreciation and support, there were 62 responses under what is being done and 43 responses under what should be done. In this category there appeared to be a close relationship between what is and what should be done.

In the category of administration, there were 36 responses under what is being done and 93 responses in what should be done. The greatest need appeared to be in the three areas of effective administration, better communication, and input into decisions. It would appear that faculty needs in the categories of working conditions and administration were not being met very well.

CONCLUSIONS

The conclusions are presented under three headings. First, the conclusions that relate to the concept of faculty vitality and institutional vitality found in this study are compared to the concepts found in the literature. Second, the conclusions about the factors which

affect faculty vitality as found in this study are compared to the factors discussed in the literature. Finally, the results of the open-ended questions regarding what is being done and what should be done to restore or facilitate faculty vitality are discussed as they relate to improving faculty vitality.

The Concept of Faculty Vitality

The concept of faculty vitality was discussed in the literature review but no specific definition was identified. Clark et al. (1985:5) questioned the belief found in the literature that an "adequate degree of agreement about the meaning (intersubjectivity) exists with respect to the concept." These authors further believed the concept of faculty vitality to be a "primitive" concept, and compared it to the concept of power.

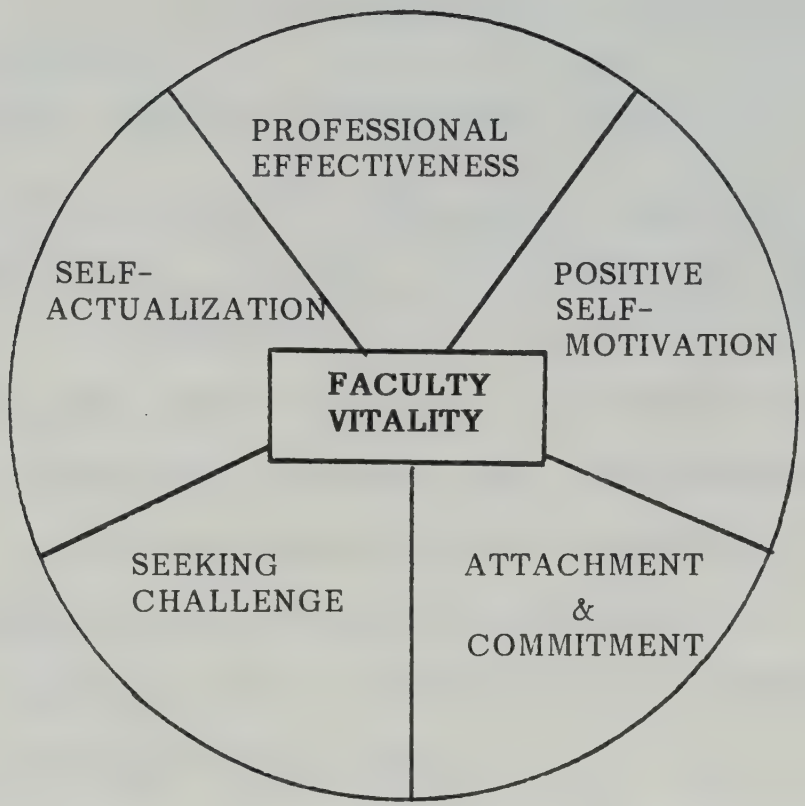
This study found that while there was some general agreement on the concept of faculty vitality among the respondents, further research needs to be undertaken to explore additional dimensions. Several respondents made comments that they wished a definition of "faculty vitality" had been provided for them. It appears that some general statement is needed to facilitate communication on the topic. As faculty members and institutions focus more attention on this topic, a more precise definition and understanding will develop. The literature review provided the initial concept dimensions for this study. The factor analysis of the data created a general framework to help understand and communicate the concept. The five dimensions of faculty

vitality identified in this study (Figure 2) may help in clarifying the main dimensions of the concept.

It may be concluded that the concept of faculty vitality is multi-dimensional and that the main dimensions of the concept include: professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization. The main dimensions of faculty vitality are attitudes and behaviors that are seen as "positive qualities that enable productivity" (Clark, et al. 1985:3). The interaction of these dimensions of faculty vitality enables an individual to perceive attitudes and behaviors of a faculty member that may be characterized as manifesting "vitality."

Bolman and Deal (1984:69) explained that "individuals are likely to flourish and develop in environments where they have a good probability of satisfying their important needs." Gutnecht (1985:46) also believed that "people respond positively to organizational images that make them feel good about themselves and their organizational missions and visions." Maher (1982:7) and Baldwin (1985:1) stated that organizations should seek strategies that ensure faculty are able to achieve their own career goals while achieving institutional goals.

Clark et al. (1985:3) reported that the Planning Council of the University of Minnesota gave "sustained productivity" as the central idea of faculty vitality. Faculty vitality may be understood as the endeavor by an individual faculty member to be productive through the achievement of personal goals and objectives while supporting institutional goals and objectives. Faculty vitality is the unique ability of a faculty member to harmonize individual and institutional goals and



FIVE DIMENSIONS OF FACULTY VITALITY

Figure 2

objectives, characterized by a faculty member's attachment and commitment to the institution and by academic qualities of professional effectiveness, positive self-motivation, seeking a challenge, and self-actualization.

Institutional Vitality

Maher (1982:) summarized institutional vitality as:

> ...the quest for vitality might be said to focus on the capacity of the college or university to create and sustain the organizational strategies that support the continuing investment of energy by faculty and staff both in their own career and in the realization of the institution's mission.

Kirsching (1978, cited in Clark et al., 1985:3) believed faculty vitality and institutional vitality to be "intertwined and mutually reinforcing." Baldwin and Krotseng (1985:6) believed that "the excellence of a higher educational institution is equivalent to the excellence of its faculty" and that institutions should "maximize effectiveness of each individual faculty member."

The structure or model used to organize a postsecondary college should facilitate the effectiveness of the college (Hoy and Miskel, 1982, Goodman and Pennings, 1977). This study reports support for a collegial model as a means of enhancing faculty vitality. Steers (1977:8) advocates a multidimensional model should be used in determining organizational effectiveness. He defines the major factors that contribute to an organization's effectiveness as: organizational characteristics, environmental characteristics, employee characteristics, and managerial policies and practices. Each of these components affects the others and neither faculty vitality nor

institutional vitality can be assessed without understanding the interrelationships of the two.

While faculty vitality refers to each individual member's ability to be professionally effective in his/her role, there is also the total effectiveness of all faculty members working together in their roles within the institution. The synergistic effect of each member's role within the group may be an important consideration in determining organizational effectiveness. Therefore, it may be concluded that institutional and faculty vitality are mutually reinforcing.

Factors Which Affect Faculty Vitality

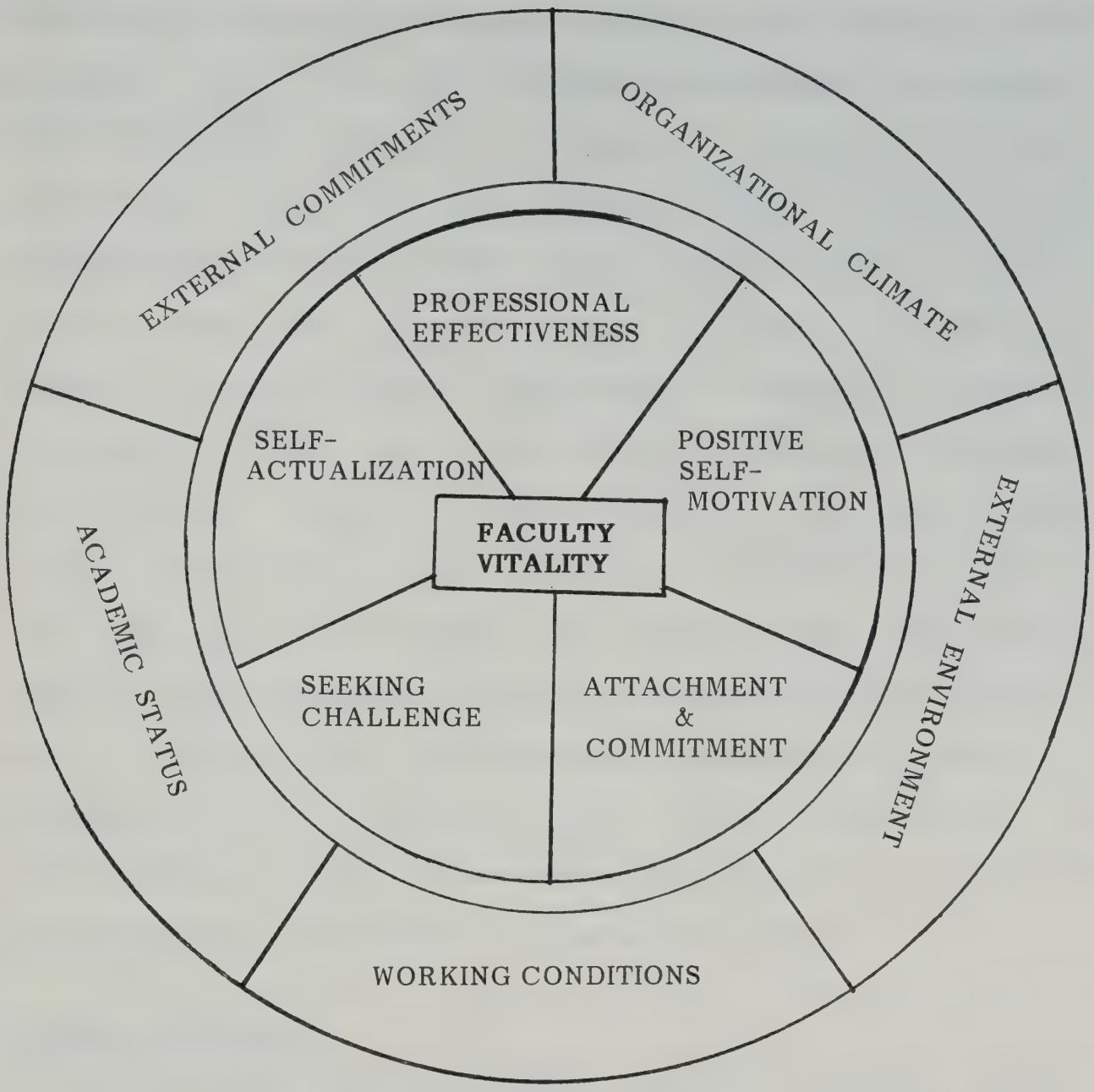
The literature review revealed three main categories of factors which affect faculty vitality. The original list (Table 4) was summarized in Table 5 under: 1. faculty characteristics; 2. institutional characteristics; 3. external environmental characteristics. Table 5 served as the basis for the preparation of questions for part three of the questionnaire. The statements in Part 3 of the questionnaire described factors which affect vitality, and respondents indicated their perception of the extent to which each factor affects vitality from: 1 - no effect or not applicable to 5 - very high effect. Although the intensity of the effect of each factor was identified, the response did not reveal whether the factor enhanced, maintained, or diminished faculty vitality. The questionnaire data were factor analyzed and five dimensions emerged to describe the factors which affect faculty vitality: organization climate, external environment, working conditions, academic status, and external commitment. Each of

these five factors contained items which were also mentioned in the open-ended questions in Part 4 as either having the ability to "enhance" or "diminish" faculty vitality. The five factors which affect faculty vitality are displayed in the outer circle of Figure 3. The space between the two circles shows that each circle is independent of the other and each is capable of being rotated. Each factor which affects vitality can affect or be affected by all or any of the five dimensions of faculty vitality.

It may be concluded that the many factors which affect faculty vitality can be summarized under five main factors: organizational climate, external environment, working conditions, academic status, and external commitment. The factors which affect faculty vitality found in this study are compared to the factors found in the literature review under the above major headings.

Organizational Climate. Clark and Corcoran (1985:128-9) found that "intrinsic motivational factors included: opportunity to work with college-age students, stimulating colleagues and associates, the intellectual atmosphere of the campus, and freedom to plan one's own time." Bowen and Schuster (1986:23) believed that in an ideal academic community three values of: "the pursuit of learning, academic freedom, and collegiality" are held highly in importance. The ideas of stimulating colleagues, trust, and intellectual atmosphere are listed in the first three statements in Factor 1, Organizational Climate.

Clark and Corcoran (1985:129-33) found "recognition by administrators and colleagues" a part of the support system needed by faculty, and summarized the concerns of faculty as: (1) "the importance of



FIVE DIMENSIONS OF FACULTY VITALITY

&

FIVE FACTORS WHICH AFFECT FACULTY VITALITY

Figure 3

administrative attitudes and behavior as reflections of scholarly concerns;" (2) "the need to recognize the full range of faculty accomplishments;" and (3) "the need to encourage development of an intellectually stimulating community of colleagues." Schuster (1985:21-32) reported that the key factor in promoting faculty vitality was the administration and that "attitude filters down from above." Gutnecht (1985:47) stated that "a strong culture, one that is defined and reinforced in daily activities, gives workers an identity — a sense of direction and meaning. Such a culture is often embodied in its management philosophy." Gutknecht (1985:3) believed "the modern organizational world needs a climate supportive of innovation, experimentation, energy and entrepreneurial risk taking." Clark and Corcoran (1985:129-132) in their study found risk taking by faculty was discouraged. Leadership style, encouragement, communication, support of collegiality, trust, fairness, equity, faculty participation in decision-making, as well as encouraging innovation, were included in statements listed under Factor 1, Organizational Climate.

External Environment

The statements that were included in Factor 2, External Environment, revealed that these respondents perceive many external conditions affect faculty vitality. The economic climate of the Province of Alberta, students, sponsoring agencies, and other institutions were included. These findings are consistent with the idea that the colleges are open systems that interact with their environment and are influenced by the changing conditions within that environment and the

relative importance given to the organization by government and the general public.

Working Conditions

The statements included in Factor 3, Working conditions, related to academic contracts, bargaining processes, salaries and benefits, the academic staff associations, academic councils, use of part-time faculty, and faculty cutbacks. Clark and Corcoran (1985-131) reported in their study that too heavy a workload and inadequate funding and facilities were a problem for faculty. This study found that too heavy a workload, budget contraints, and poor physical working conditions were reported to diminish faculty vitality.

Bowen (1986:113-4) believes that while faculty motivation is generally derived from the intrinsic rewards of the academic profession and the interaction with students and colleagues, monetary compensation and working conditions have been declining since 1970.

Academic Status

Statements included in Factor 4, Academic Status, pertained to academic appointment, tenure, experience, education, age, and academic discipline. The contract negotiated is used to ensure fairness and equity in compensation and personnel policies. Bowen and Schuster (1986:235-7) in their discussion on tenure concluded that tenure does ensure academic freedom, job security, promotes collegiality, and helps overcome noncompetitive financial rewards. The correlation between age of faculty and productivity has been debated in the literature. Bowen and Schuster (1986:39-44) after reviewing several studies, concluded

that no conclusive evidence had been found to support the assumption that productivity declines with age.

External Commitments

Statements included in Factor 5, External Commitments, related to a faculty members commitment and involvement with their families, communities, pursuit of further education, and outside consulting activities. Outside consulting may enhance faculty vitality; however, it may result in nonfulfillment of academic responsibilities (Bayer and Lewis, 1986:177).

Strategies for Faculty Vitality

Gardner (1963:73) stated that: "a society concerned for its own continued vitality will be interested in the growth and fulfillment of individual human beings -- the release of human potential." Baldwin and Krotseng (1985:7) agreed that "higher education institutions that value their effectiveness need to release the full potential of their faculty resources."

The comparison between what is being done and what should be done to facilitate or restore faculty vitality was reported in the findings. The comparison between Table 21 and Table 22 identify two areas that may need further study. One question that may need to be asked is: What faculty needs are being met by professional development activities? Centra (1985:150-1) observed that those faculty that were "the most actively involved in professional development activities were 'good teachers who want to get better'; and ...the least involved were 'faculty who really need to improve'...." Clark and Corcoran

(1985:126) found in their study that once a faculty member has vitality these faculty members perceive that they retain it. Berquist and Phillips (1981:193-309) believed that the challenge facing faculty development programs was to continue to promote "the vitality of the men and women who form the heart of the enterprise." These authors further believed that "an assessment of faculty perceptions, attitudes, skills, and styles is valuable to the formulation of successful strategies for introducing faculty development concepts and implementing faculty development services." In this study, dysfunctional behavior of faculty was reported as a factor which can diminish vitality. Heller (1983:4-5) also believed that the "cost of non-productive faculty members is tremendous in terms of money and reputation.... The burden is unacceptable if even two to three percent of the faculty represent this extreme problem."

The second question that may need to be asked is: What administrative philosophy, policies, and procedures help promote faculty vitality? Speers (1977:115) supported the concept that the major role of administrators is to identify productive ways to improve employee commitment and attachment to the organization through revitalization programs, increased motivation, job satisfaction, and growth. Blackburn and Baldwin (1985:5-9) supported the need for organizations to view faculty as resources and that "by monitoring faculty satisfaction, work load, age distribution, and other important variables, higher education institutions can adapt their policies and redesign positions to capitalize effectively on new or underutilized capabilities within the ranks of their faculty."

Understanding and facilitating faculty vitality may be the means of developing an effective institution through the release of the full potential of its faculty.

IMPLICATIONS

The implications of the study are presented under two main parts: implications for practice and for research. The first part consists of implications for three sectors: government and the Department of Advanced Education; board of governors and administration; and faculty members.

Government and the Department of Advanced Education

This study supported the need to assess the short and long-term needs of faculty in the public colleges of Alberta. The conclusion of this study is that faculty vitality is the unique ability of a faculty member to harmonize individual and institutional goals and objectives, characterized by a faculty member's attachment and commitment to the institution and the academic qualities of professional effectiveness, positive self-motivation, seeking challenge and self-actualization. The need to support and facilitate faculty vitality may be seen as the need to release the human resource potential of the institutions' faculty. Institutional and faculty vitality are intertwined and mutually reinforcing. In order to maintain viable institutions, there is a need for government and the Department of Advanced Education to support and monitor activities in the colleges that facilitate faculty vitality. This may include allocating a percentage of institutional

resources to faculty development activities and to addressing the inequities among colleges.

This study pointed out that what is being done to facilitate or restore faculty vitality may not be what is needed. Therefore, not only is there a need to monitor the faculty development activities within the colleges, there may also be a need to first determine what is needed.

A second implication for government and the Department of Advanced Education is the need to be aware of and to monitor the effect of government policies on faculty vitality within the colleges. This study concluded that there are many factors which affect faculty vitality which may be summarized under five main factors of: organizational climate, external environment, working conditions, academic status, and external commitments. The climate of the institutions in which faculty work is directly affected by government policies. Trust, communication, collegiality, intellectual freedom, participation in decision-making, leadership style, and administrative support are factors which are included in the dimension of institutional climate. External environment, working conditions, and academic status are also affected by government policies.

Boards of Governors and Administration

There is a need for boards and administrators to be aware of the effects policies and procedures have on faculty vitality. Organizational climate affects faculty vitality and there is a need to monitor it. This study determined that administrative philosophy and practice

is perceived to have the greatest impact on faculty vitality, and that "vitality" filters down from the leadership to the faculty. There should be an awareness by boards and administrators of the effect the external environment, working conditions, academic status, and external commitments have on faculty vitality.

There needs to be a commitment made by boards of governors and the administration that faculty are assets, not liabilities (Gutknecht, 1985:155). This commitment needs to be expressed in the attitude and behavior towards faculty. Guthknecht (1985:145) believed that strategic revitalization and organizational survival necessitates "integrating strategic, organizational, and human resource thinking." Bolman and Deal (1984:64) stated that:

> The human resource frame adds an additional dimensions -- the interplay between organizations and people. The frame starts from the premise that people are the most critical resource in an organization. Their skills, insights, ideas, energy, and commitment can make or break an organization.

This study pointed out that faculty vitality may be infectious, and that faculty vitality may have a synergistic effect. There is a need to determine methods and procedures to hire vital faculty, to monitor faculty behavior, and to develop strategies to maintain and enhance faculty vitality.

This study pointed out that faculty development programs are perceived to be the main method used in maintaining or restoring faculty vitality. Methods need to be established to determine what is required by faculty. The effect of professional development programs should be identified, and specific programs should be designed to meet the needs of faculty.

Each individual faculty member perceives his/her role differently and each has his/her own perceived relationship with students, colleagues, administration, institution, and environment. To enhance or understand these relationships, open communication is essential. Faculty members will need to better understand the concept of faculty vitality before they will be able to adequately assess what or how anything is affecting their performance. Opportunities will need to be provided for appropriate socialization into the role of faculty, and for group interaction. Lawrence (1985:66) states that "college and university administrators can profit from careful monitoring of changes in faculty ability, interests, and behaviors" and identify productive ways to maximize faculty effectiveness.

This study pointed out effective means of facilitating faculty vitality through improving working conditions -- providing the support needs of faculty, effective administration, better communication between faculty and administration, and meaningful input into decisions. Too heavy or inappropriate work loads, budget constraints, and poor physical working conditions diminish faculty vitality.

Dysfunctional behavior of faculty members was perceived as an ingredient that diminishes vitality. Any dysfunctional behavior on the part of one faculty member will affect not only the students but also other faculty members and the institution. Therefore, the administration and faculty associations should work together to put into place policies, procedures, and support systems to deal with personal problems, family problems, and physical or mental illnesses which may be the cause of dysfunctional behavior. Not only should problems be

addressed, efforts should also be made to prevent excessive stress, too heavy workloads, etc., and to provide appropriate recognition and appreciation for faculty achievements.

Faculty Members

This study identified five dimensions of the concept of faculty vitality. These dimensions provide a framework for understanding and discussing the concept of faculty vitality. There is a need for faculty to be aware of their own vitality and for their individual responsibility for achieving and maintaining it. There is also a need for faculty members to be aware of the effects of organizational climate, external environment, working conditions, academic status, and external commitment upon their functioning. These responsibilities may include discussions and evaluations of faculty needs and input into decisions which affect faculty vitality.

This study pointed out that faculty members need recognition, appreciation, and support by colleagues as well as by the administration. Activities for faculty should be planned to help facilitate these objectives.

The faculty associations need to work together in monitoring government policies that may affect faculty roles and faculty members' relationship within their institutions. Faculty vitality needs to be seen as an essential component of institutional vitality or institutional effectiveness.

Implications for Further Research

While this study has provided a general framework to understand faculty vitality by providing the major dimensions of the concept and major dimensions of factors which affect faculty vitality, further studies are needed to provide information which will help confirm and expand these findings. There is the need to provide practical ways and means of monitoring and facilitating faculty vitality. Further research may help to confirm or clarify the findings of this study. The following recommendations for further research into faculty vitality are based on the findings of this study.

1. This study employed a questionnaire to solicit the perceptions of faculty in the public colleges of Alberta. Greater insight into faculty vitality could be provided through observations, case studies, or interviews of a limited number of faculty members or of one particular college.

2. An in-depth study of the factors which affect vitality could be pursued. A specific factor that affects faculty vitality, for example, administrative philosophy, could be used to observe the extent of the effect on faculty vitality.

3. This study made no comparisons among colleges. A study that compared two or more colleges may be able to determine the effect different factors have on faculty vitality.

4. From the results of this study, an instrument could be designed to measure faculty vitality within an institution. Monitoring the "health" of the human resources of a college may be essential for its continued growth and development.

5. This study found organizational climate to be a major factor which affects vitality. A study to enhance organizational climate in colleges could be undertaken.

6. This study found faculty development activities as the major strategy used to facilitate or restore faculty vitality. A study which determines the objectives and effectiveness of faculty development programs may be valuable in helping to design strategies for improving faculty vitality.

Concluding Remarks

The effectiveness, growth and development of the public colleges in Alberta will depend to a large extent on the type of faculty these institutions are able to attract and retain. Bolman and Deal (1984:81) stated that "group effectiveness depends mostly on who the members are, what they bring, and how well they are able to work together." Faculty members who have vitality will only be retained by their colleges if they perceive opportunities to grow in their careers and if they perceive themselves as a valued part of effective institutions.

In order to meet the challenges, opportunities and changes that are occurring in postsecondary education, the vital resource and potential of the faculty of colleges need to be recognized and utilized by sustaining faculty vitality.

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APPENDIX A

TRANSMITTAL LETTER AND QUESTIONNAIRE

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

March 31, 1987

Dear Colleague:

Your name has been selected from the membership of the full-time academic staff members at your college to participate in this study. Permission to conduct this study in your college has been granted by your college administration and academic staff association.

The purpose of this study is to obtain the perceptions of faculty members about the concept of "faculty vitality" and the factors which affect this concept. Through this study a better understanding of the concept of faculty vitality will be determined.

The authors of the literature and research that have been reviewed have presented several definitions or understandings of the concept of faculty vitality and the factors which affect vitality. However, this concept can only be defined or understood from the perspective of those faculty members involved in the colleges. It is imperative for the success of this study that each respondent be concerned about providing conscientious and complete answers to the questions in this study.

Please do not put your name on the questionnaire which has been numbered for follow-up purposes only. Your answers are confidential and will be used for statistical purposes only. The responses will not be released in any way that will allow them to be identified with you or your institution. The average time needed to complete this questionnaire is 45 minutes.

The success of the study requires full participation by the members of your college included in this study. If for any reason you do not wish to participate, please return your blank questionnaire immediately in order that an alternative faculty member from your college may be selected.

This study is conducted as part of my doctoral studies at the University of Alberta, in the Department of Educational Administration. Your cooperation in completing this questionnaire is sincerely appreciated. Please return completed questionnaire in the envelope provided by April 15.

Yours truly,

R E S E A R C H Q U E S T I O N N A I R E

THE CONCEPT OF FACULTY VITALITY

Irene J. Nicolson

March, 1987

QUESTIONNAIRE

FACULTY VITALITY

INSTRUCTIONS

This questionnaire is designed to solicit a profile of the demographic characteristics of the respondents, and the perceptions of the respondents with regard to the CONCEPT OF FACULTY VITALITY and the FACTORS WHICH AFFECT VITALITY. There are four parts to the questionnaire: PART I - DEMOGRAPHIC PROFILES; PART II - FACULTY VITALITY INDICATORS; PART III - FACTORS WHICH AFFECT VITALITY; AND PART IV - OPEN-ENDED QUESTIONS.

Please complete every item to the best of your ability and return the completed questionnaire in the self-addressed envelope provided for this purpose.

YOUR RESPONSES ARE REGARDED AS CONFIDENTIAL AND WILL BE USED FOR STATISTICAL PURPOSES ONLY. THE RESPONSES WILL NOT BE RELEASED IN ANY WAY THAT WILL ALLOW THEM TO BE IDENTIFIED WITH YOU OR YOUR INSTITUTION.

PART 1

DEMOGRAPHIC PROFILES

FOR OFFICE USE ONLY DO NOT WRITE IN THIS SPACE

CODE

Please check appropriate space _____

1 2 3 4

GENDER

1. Please indicate your gender.

1. Male ____ 2. Female ____ 5

AGE

2. Please indicate your age at last birthday.

1. 25 or under	____	6. 46 - 50	____
2. 26 - 30	____	7. 51 - 55	____
3. 31 - 35	____	8. 56 - 60	____
4. 36 - 40	____	9. 61 or over	____
5. 41 - 45	____		

6

C O D E 162

COLLEGE POSITION

3. Please indicate your present college position.

1. Full-time instructor with no administrative assignment. ____

2. Full-time instructor with an administrative assignment of one-third time or less. ____

3. Full-time instructor with an administrative assignment of more than one-third time. ____

4. Other (please specify) _____ ____ 7

4. Please indicate the type of appointment you hold at your college at the present time.

1. Full-time, regular appointment with TENURE. ____

2. Full-time, regular appointment TENURE STREAM or PROBATIONARY ____

3. Full-time continuing appointment ____

4. Full-time TERM CERTAIN - 3 yr. appointment ____

5. Full-time TERM CERTAIN - 5 yr. appointment ____

6. Full-time sessional (one year appointment only.) ____

7. Other (please specify) _____ ____ 8

CODE

5. If you hold a TENURED position, how long ago were you awarded tenure?

1. Less than 5 years ago ____
2. 5 to 10 years ago ____
3. 11 to 15 years ago ____
4. 16 to 20 years ago ____
5. 21 or more years ago ____
6. DO NOT HOLD A TENURED POSITION AT THIS TIME ____ 9

EDUCATION

6. Please indicate the HIGHEST training or degree that you have earned.

1. High School Diploma ____
2. One or Two-year College Certificate or Diploma ____
3. Two or Three-year Technical Certificate or Diploma ____
4. Trade or Journeyman's ticket ____
5. Three or Four-year Baccalaureate Degree ____
6. Baccalaureate Degree plus one-year's university study ____
7. Master's Degree ____
8. Master's Degree plus one-year's additional university study ____
9. Two Master's Degrees ____
10. Ph. D. ____
11. Other _____ ____ 10, 11

ACADEMIC DISCIPLINE C O D E

7. During the present academic year, in which of the following general areas or departments of the college do you have the MAJORITY of your assignment.

1. Academic preparation (high school equivalent) (Go to question number 10) ____

2. Academic support programs for career and vocation programs.(Go to question number 10)____

3. Career or Vocational preparation - one or two-year Certificate or Diploma Programs. (Go to question number 8) ____

4. University Transfer courses (Go to question number 9) ____

5. Support services - counselling, library services, health services, student services (Go to question number 10) ____

6. Other (please specify)(Go to question number 10) _____

_____ ____ 12

8. You have indicated that your major teaching area is in CAREER AND VOCATIONAL CERTIFICATE AND/OR DIPLOMA PROGRAMS, therefore please indicate the GENERAL AREAS in which you have the MAJORITY of responsibilities.

1. Business or Business related ____

2. Music and Fine Arts ____

3. Health and Health related ____

4. Industrial or Technical ____

5. Agricultural or related ____

6. Early Childhood ____

7. Social Work or related ____

8. Other (please specify)

_____ ____ 13

GO TO QUESTION 10

CODE

9. You have indicated that your major teaching area is in the UNIVERSITY TRANSFER programs. Please indicate the faculty area to which the majority of your students would transfer.

1. Faculty of Agriculture or Forestry ____
2. Faculty of Arts ____
3. Faculty of Business or Law ____
4. Faculty of Dentistry or Medicine or Pharmacy ____
5. Faculty of Education ____
6. Faculty of Engineering ____
7. Faculty of Home Economics or Library Science ____
8. Faculty of Nursing ____
9. Faculty of Physical Education & Recreation ____
10. Faculty of Science ____
11. Other (please specify)_____
_____ ____ 14, 15

10. How many FULL-TIME faculty members are there in your general functional unit or department?

1. Less than 5 ____
2. 5 to 10 members ____
3. 11 to 15 members ____
4. 16 to 20 members ____
5. 21 to 25 members ____
6. 26 to 30 members ____
7. 31 to 35 members ____
8. 36 to 40 members ____
9. 40 or more members ____ 16

CODE

11. During this academic year, how many PART-TIME faculty members are there teaching in your general functional unit or department. (Part-time is anyone teaching less than a full load)

1. None	____	
2. One to Three	____	
3. Four to Six	____	
4. Seven to Nine	____	
5. Ten to Twelve	____	
6. Thirteen to Fifteen	____	
7. Sixteen or more	____	17

12. Is your present teaching assignment related to the discipline or area in which you received your training or education?

1. Completely related to my major and area of education or training.	____	
2. Partially related (describe to what extent.) _____ _____	____	
3. Not related whatsoever to my previous education	____	18

C O D E

TEACHING EXPERIENCE

13. How long have you been teaching at your present college? (equivalent to full-time teaching if you were employed part-time at any time)

1. Less than three years ____
2. Three to seven years ____
3. Eight to eleven years ____
4. Twelve to fifteen years ____
5. Sixteen to nineteen years ____
6. Twenty or more years (please specify) ____ 19

14. How many total years of POSTSECONDARY teaching experience do you have?

1. Less than three years ____
2. Four to seven years ____
3. Eight to eleven years ____
4. Twelve to fifteen years ____
5. Sixteen to nineteen years ____
6. Twenty or more years (please specify) ____

_____ 20

C O D E

COLLEGE INVOLVEMENT

15. The following statements describe possible types of involvement within the college. Please indicate your participation by:

A. Checking your present involvement for the current academic year, and

B. Checking your past involvement during the time of your employment with the college excluding this year.

CHECK MORE THAN ONE IF APPROPRIATE	A. PRESENT	B. PAST	
1. Attend and participate in DEPARTMENT MEETINGS	____	____	21, 22
2. Serve on DEPARTMENT COMMITTEES	____	____	23, 24
3. A member of ACADEMIC COUNCIL	____	____	25, 26
4. A member of a COLLEGE-WIDE COMMITTEE	____	____	27, 28
5. Attend regularly (50% or more) the ACADEMIC STAFF ASSOCIATION MEETINGS	____	____	29, 30
6. Attend regularly (50% or more) ACADEMIC STAFF ASSOCIATION FUNCTION	____	____	31, 32
7. Executive member of the ACADEMIC STAFF ASSOCIATION	____	____	33, 34
8. Spend two or more hours per week outside of classes helping students with academic problems	____	____	35, 36
9. Spend two or more hours per week working with students on college activities - sports, clubs, etc.	____	____	37, 38
10. Attend regularly (50% or more) PROFESSIONAL GROWTH SEMINARS, WORKSHOPS, etc.	____	____	39, 40
11. Actively involved in other college-wide activities (please specify) _____ _____ _____	____	____	41, 42

PART 2

FACULTY VITALITY INDICATORS

The following statements summarize suggested indicators of faculty vitality. Please select the appropriate number to indicate YOUR PERCEPTION of the importance of each indicator of faculty vitality.

Please circle appropriate number.

1 - OF NO IMPORTANCE/NOT APPLICABLE
2 - OF LOW IMPORTANCE
3 - OF MEDIUM IMPORTANCE
4 - OF HIGH IMPORTANCE
5 - OF EXTREMELY HIGH IMPORTANCE

Faculty vitality is indicated by a faculty member		CODE
16. being dedicated to beliefs that require action	1 2 3 4 5	43
17. capitalizing on his/her own strengths	1 2 3 4 5	44
18. striving to understand his/her roles	1 2 3 4 5	45
19. sustaining a sense of curiosity	1 2 3 4 5	46
20. having an adventurous attitude	1 2 3 4 5	47
21. being dedicated to helping students	1 2 3 4 5	48
22. believing in developing a sense of community	1 2 3 4 5	49
23. believing in helping colleagues	1 2 3 4 5	50
24. being committed to the college's goals	1 2 3 4 5	51
25. having a sense of attachment to the college	1 2 3 4 5	52
26. engaging in purposeful activities	1 2 3 4 5	53
27. striving to maximize effective productivity	1 2 3 4 5	54
28. demonstrating quality outcomes	1 2 3 4 5	55
29. showing resourcefulness in achieving objectives	1 2 3 4 5	56

1 - OF NO IMPORTANCE/NOT APPLICABLE
2 - OF LOW IMPORTANCE
3 - OF MEDIUM IMPORTANCE
4 - OF HIGH IMPORTANCE
5 - OF EXTREMELY HIGH IMPORTANCE

Faculty vitality is indicated by a faculty member		CODE
30. being innovative in achieving their objectives	1 2 3 4 5	57
31. demonstrating flexibility in achieving his/her objectives	1 2 3 4 5	58
32. participating in performance evaluations	1 2 3 4 5	59
33. establishing communication with students	1 2 3 4 5	60
34. accepting a fair workload	1 2 3 4 5	61
35. showing vigor in achievement of objectives	1 2 3 4 5	62
36. displaying physical drive in fulfilling commitments	1 2 3 4 5	63
37. showing enthusiasm in fulfilling commitments	1 2 3 4 5	64
38. exhibiting enjoyment in daily tasks	1 2 3 4 5	65
39. demonstrating endurance over time	1 2 3 4 5	66
40. risking failure in the achievement of goals	1 2 3 4 5	67
41. showing consideration for other faculty members	1 2 3 4 5	68
42. showing emphathy for students	1 2 3 4 5	69
43. demonstrating growth in their careers	1 2 3 4 5	70
44. showing the ability of self-regeneration	1 2 3 4 5	71
45. sustaining physical well being	1 2 3 4 5	72
46. demonstrating positive mental outlooks	1 2 3 4 5	73
47. striving for self-fulfillment	1 2 3 4 5	74
48. participating in faculty development programs	1 2 3 4 5	75

P A R T 3

FACTORS WHICH AFFECT FACULTY VITALITY

The following statements describe factors which may have NO EFFECT to a VERY HIGH EFFECT on faculty vitality. Please indicate your perception of the extent to which each factor affects vitality. Please circle the appropriate number.

1 - NO EFFECT or NOT APPLICABLE
2 - LITTLE EFFECT
3 - MEDIUM EFFECT
4 - HIGH EFFECT
5 - VERY HIGH EFFECT

FACULTY CHARACTERISTICS AFFECTING VITALITY		CODE
Faculty vitality is affected by		1 2 3 4
49. the academic discipline to which the faculty member belongs	1 2 3 4 5	5
50. the age of the faculty member	1 2 3 4 5	6
51. the official academic appointment held by a faculty member	1 2 3 4 5	7
52. academic tenure status	1 2 3 4 5	8
53. the status of the various academic appointments within the collective agreement	1 2 3 4 5	9
54. the educational level or preparation of the faculty member	1 2 3 4 5	10
55. the teaching experience of the faculty member	1 2 3 4 5	11
56. the work experience of the faculty member outside of teaching	1 2 3 4 5	12
57. the faculty member's pursuit of further academic creditials	1 2 3 4 5	13
58. participation in community activities	1 2 3 4 5	14
59. a faculty member's commitment to his or her family	1 2 3 4 5	15
60. a faculty member's experience in outside consulting activities	1 2 3 4 5	16

1 - NO EFFECT or NOT APPLICABLE
2 - LITTLE EFFECT
3 - MEDIUM EFFECT
4 - HIGH EFFECT
5 - VERY HIGH EFFECT

INSTITUTIONAL CHARACTERISTICS		CODE
	Faculty vitality is affected by	
61.	the academic ability of a faculty member's students	1 2 3 4 5 17
62.	the number of students in a class	1 2 3 4 5 18
63.	the size of the department to which the faculty member belongs	1 2 3 4 5 19
64.	the quality of communication within the college	1 2 3 4 5 20
65.	the level of trust within a college	1 2 3 4 5 21
66.	formal recognition of faculty achievements	1 2 3 4 5 22
67.	the sense of community within a college	1 2 3 4 5 23
68.	encouragement by the leadership of a college	1 2 3 4 5 24
69.	intellectual freedom	1 2 3 4 5 25
70.	stimulating colleagues	1 2 3 4 5 26
71.	the intellectual atmosphere of the college	1 2 3 4 5 27
72.	the practice of collegiality within the college	1 2 3 4 5 28
73.	administrative support of faculty members	1 2 3 4 5 29
74.	the encouragement of faculty members to take risks in achieving goals	1 2 3 4 5 30
75.	fairness and equity in policies which affect faculty members	1 2 3 4 5 31
76.	the recruiting and selection practices of hiring new academic faculty members	1 2 3 4 5 32

CODE 173

1 - NO EFFECT or NOT APPLICABLE
2 - LITTLE EFFECT
3 - MEDIUM EFFECT
4 - HIGH EFFECT
5 - VERY HIGH EFFECT

Faculty vitality is affected by

77.	reduction of total faculty because of financial cutbacks	1 2 3 4 5	33
78.	professional development programs	1 2 3 4 5	34
79.	socialization and/or orientation of new faculty members	1 2 3 4 5	35
80.	the academic promotion policies within a college	1 2 3 4 5	36
81.	the evaluation of faculty members	1 2 3 4 5	37
82.	the use of part-time faculty members	1 2 3 4 5	38
83.	awards for faculty achievements	1 2 3 4 5	39
84.	present workloads of academic faculty members	1 2 3 4 5	40
85.	support facilities (libraries, laboratories, etc.)	1 2 3 4 5	41
86.	degree of faculty involvement in the decision-making process	1 2 3 4 5	42
87.	the leadership style of the top level of administration	1 2 3 4 5	43
88.	the governance model used in the college	1 2 3 4 5	44
89.	the operational policies of a college	1 2 3 4 5	45
90.	the official goals of the college	1 2 3 4 5	46
91.	academic staff associations	1 2 3 4 5	47
92.	official academic contracts negotiated between Academic Associations and Boards	1 2 3 4 5	48
93.	academic salaries and benefits	1 2 3 4 5	49
94.	bargaining process of establishing the official contract	1 2 3 4 5	50
95.	academic council	1 2 3 4 5	51

CODE

1 - NO EFFECT or NOT APPLICABLE
2 - LITTLE EFFECT
3 - MEDIUM EFFECT
4 - HIGH EFFECT
5 - VERY HIGH EFFECT

Faculty vitality is affected by

96.	program advisory committees	1 2 3 4 5	52
97.	the number of years since the college began	1 2 3 4 5	53
98.	the ability of the college to acquire resources	1 2 3 4 5	54
99.	the Alberta universities	1 2 3 4 5	55

EXTERNAL ENVIRONMENTAL CHARACTERISTICS

Faculty vitality is affected by

100.	the changing demographic profile of the student attending college	1 2 3 4 5	56
101.	student sponsoring agencies	1 2 3 4 5	57
102.	unemployment within the province of Alberta	1 2 3 4 5	58
103.	The Colleges Act	1 2 3 4 5	59
104.	The Department of Advanced Education	1 2 3 4 5	60
105.	other postsecondary educational institutions within the Province excluding universities	1 2 3 4 5	61
106.	the status given to the college by the general public in the community	1 2 3 4 5	62
107.	local Member(s) of Parliament	1 2 3 4 5	63
108.	The Federal Government	1 2 3 4 5	64
109.	the location of the college within the province	1 2 3 4 5	65
110.	the general economic climate of the province	1 2 3 4 5	66
111.	local Member(s) of the Legislative Assembly	1 2 3 4 5	67

PART 4

OPEN-ENDED QUESTIONS

1. What in your opinion are the ingredients that enhance faculty vitality? List the five most important ingredients in order of importance.

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

   4. _____

   _____

   5. _____

   _____

2. What in your opinion are the ingredients that diminish faculty vitality? List five ingredients in order of importance.

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

   4. _____

   _____

   5. _____

   _____

3. What specifically is being done at your college to facilitate or restore faculty vitality?

4. What in your opinion should be done at your college to faciltiate faculty vitality?

THANK YOU VERY MUCH FOR TAKING THE TIME TO FILL OUT THIS QUESTIONNAIRE.

APPENDIX B

LETTERS REQUESTING PERMISSION TO CONDUCT THE STUDY

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

January 29, 1987

Dear

SUBJECT: Research Study - Faculty Vitality

I would like permission to administer a questionnaire to approximately 15 percent of the full-time faculty members in your college. This questionnaire is the major part of my research study in my doctoral program in the Department of Educational Administration, The University of Alberta.

The purpose of the study is to obtain the perceptions of the faculty members with regard to the concept of FACULTY VITALITY and the factors which affect vitality. This study is exploratory in nature and is intended to determine a better understanding of this concept.

The literature and research reviewed present several definitions or understandings of the concept of faculty vitality and the factors which affect it. This concept can best be defined from the perspective of those faculty members involved in the colleges.

The pilot study is presently being completed at a college in British Columbia and the questionnaire would be mailed to the Alberta colleges in the second week of March. I would very much appreciate your approval for this study as soon as possible. I would also appreciate receiving your most recent list of all the full-time academic staff members in your college. Please send your reply by courier service c/o Grande Prairie Regional College.

A brief outline of the study is attached. If you require further information, please do no hesitate to contact me. I am a full-time faculty member of Grande Prairie Regional College. My business number is 539-2005 and residence is 532-2575.

Thank you very much for taking the time to review this request. A copy of this letter is being forwarded to the President of the Academic Staff Association to inform this association of my request.

Yours truly

Irene Nicolson

bg

Encl.
cc: ASA President

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

January 29, 1987

Dear

Subject: Research Study - Faculty Vitality

Please find attached a letter to the President of your college requesting permission to administer a questionnaire to approximately 15 percent of the full-time faculty members in your college.

I understand that you were made aware of this study at the recent meeting of the Presidents of the Academic Staff Associations at the ACIFA meeting held in Calgary.

I would very much appreciate support for this study through the encouragement of the selected respondents to complete the questionnaire when they receive it and to return it as soon as possible.

In addition to the letter to your College President, I am attaching a brief outline of the study. If you have any questions, please do not hesitate to contact me. I am a full-time academic staff member of Grande Prairie Regional College, Business phone number 539-2005 and residence 532-2575. Please send any correspondence by Government Courier to G.P.R. College. Thank you for your consideration of this request.

Yours truly,

Irene Nicolson

jg

Attachment (2)

B45828